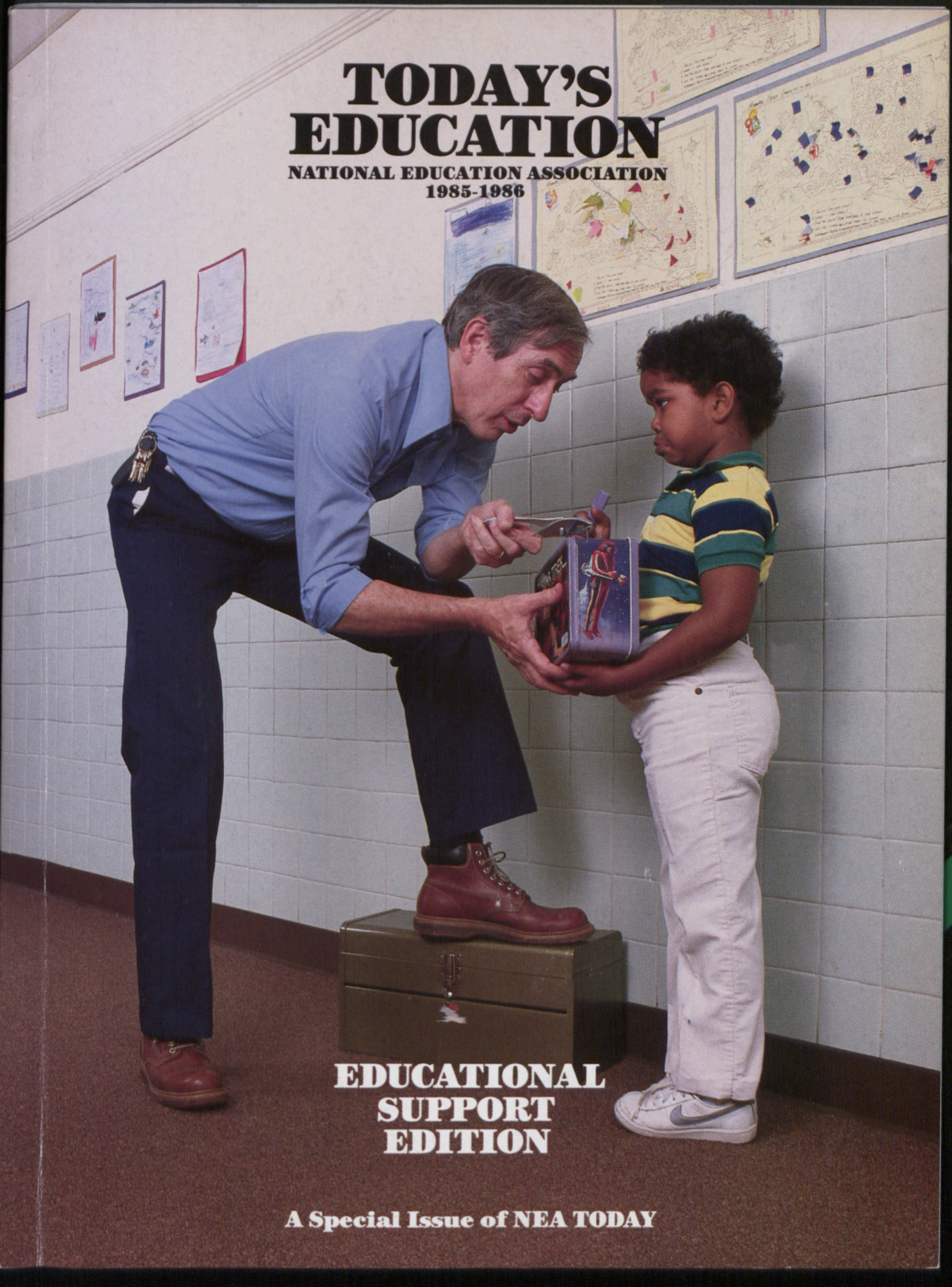

TODAY'S EDUCATION

NATIONAL EDUCATION ASSOCIATION
1985-1986

EDUCATIONAL SUPPORT EDITION

A Special Issue of NEA TODAY

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TODAY'S EDUCATION

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Just three or four years ago, most of the NEA news about education support employees came from Michigan and Alabama. These two states then accounted for about half NEA's support staff members.

What a difference a few years make! Today, NEA educational support members live in almost every state, and the ranks of NEA ESP members have more than doubled—to nearly 100,000 hard-working men and women.

From Las Vegas, Nevada to Wheaton, Illinois, from Bonneville, Idaho to Oklahoma City, Oklahoma, NEA's ESP members are tackling the problems that matter—job security, sex bias, contracting out, hazardous working conditions—and making a positive difference for American education. You'll find their stories in this year's very special *Today's Education*.

Bill Fischer
Editor, *Today's Education*

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Cover Photo: Steve Tuttle

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ESP MAKING NEWS

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NEWS

Only a Year Old, Oklahoma City Unit Wins a Giant-Sized Election Victory

Steve Jennings

Oklahoma City ESP members gathered for this group photo only a few days after they and a majority of their colleagues voted to be represented by the Education Support Employees-Oklahoma Education Association.

A brand new education support local—Education Support Employees-Oklahoma Education Association (ESE-OEA)—won the right to represent the nearly 2,600 ESP employees of the Oklahoma City public schools in a representation election held November 5.

ESE-OEA, founded just last January, defeated the local's former bargaining agent, a local affiliate of the Laborers International Union.

"Our people were tired of having to process their own grievances," says ESE-OEA President Doffes "Doc" Whitson, a maintenance control analyst for the district. "Some of us found out that with OEA/NEA affiliation we'd have real advocates to represent us. We convinced our coworkers that we were right."

The Oklahoma City unit includes maintenance, custodial, and cafeteria workers, secretaries, paraprofessionals, bus drivers, aides, and other non-teaching school district employees.

The successful organizing effort was boosted by local teachers who belong to the Oklahoma Education Association's Oklahoma City affiliate. That affiliate is now working to become the bargaining agent for all city teachers.

New Law Modifies Ruling On Overtime

An historic Supreme Court decision that public employees must be paid for overtime in cash at the rate of one and a half times their regular wages, has been modified by a new federal law.

The February 1985 Court decision, *Garcia v. the San Antonio Metropolitan Transit Authority,* ruled that public employees are covered by the Federal Fair Labor Standards Act (FLSA). The FLSA requires that workers be paid at least the minimum wage, currently $3.35 an hour.

The FLSA also requires that workers be paid in cash—not compensatory time—for all hours worked beyond 40 hours a week, at one-and-one-half times their normal hourly rate.

In the months following the *Garcia* decision, state and local governments lobbied Congress for relief from the ruling, which they said would strain their budgets by substantially increasing labor costs. NEA lobbied Congress to ensure that public school employees would be included under the FLSA protections.

This November, the House and Senate agreed on a bill that will allow state and local governments to pay some of the overtime of their employees' in compensatory time.

The new law, which goes into effect on April 15, 1986, provides that school districts and public higher education institutions can pay their employees overtime in compensatory time for up to 240 hours each year. The choice is the employers'. Any overtime exceeding 240 hours must be paid in cash. Both the comp time and cash payments must be at the rate of time-and-a-half.

If a local Association bargains a better overtime provision in its contract, however, the contract must be followed.

William Neal

Marietta Walder

Johanna Case

Diane Novak

Photos: Joe DiDio

Indiana ESP Unit Grows, Sets Sights on Bargaining

"We have 20 locals across the state, and we're all of one mind. We need to gain the right to negotiate our salaries, benefits, and working conditions," says Indiana School Personnel Association (ISPA) President William Neal, a bus driver from New Albany.

"Currently," says Neal, "state law allows only certified employees to bargain."

ISPA, organized in 1980, includes maintenance workers, custodians, bus drivers, secretaries, paraprofessionals, food service workers, and nurses. Since affiliating with NEA in 1984, the unit has picked up two locals and close to 150 members, bringing its membership total to nearly 1,000.

"Our affiliation with NEA has made all the difference for us," Neal adds. "For the first time in six years, this year the state legislature will consider a bargaining law for nonteaching public school employees."

Neal credits that progress to the urgings of NEA, the commitment of the Indiana State Teachers Association, and the determination of ISPA."

Neal says ISPA locals are already preparing for the onset of collective bargaining for support employees. In December, ISPA sponsored a well-attended workshop for its members on collective bargaining, grievance procedures, and political action.

Earlier this year, several ISPA members (four are pictured above) attended their first NEA Representative Assembly.

Michigan Local Probes Job Skills

With computers more and more a part of their workplace, ESP members at Lansing Community College in Michigan decided they needed new job descriptions. And since the likley result of the new job descriptions would be a job reclassification at higher pay, they decided they'd better learn to write them themselves.

So, with help from the Michigan Education Association, the ESP unit set up a Saturday training session (with videotapes for those who couldn't attend) to verse members on just how to analyze their jobs.

"We felt our jobs demanded greater skills as well as increased responsibilites," says LCC ESP Vice President Denise Dutter, "but these weren't accurately reflected in our job descriptions."

The job analysis training coincided nicely with the college's decision to conduct its own classification and pay study. As part of that study, employees are expected to analyze their jobs. That study has since been completed, and now the ESP local is negotiating with the college over how to implement it.

ESP MAKING

NEWS

Las Vegas Local Wins 'Greatest Contract Ever'

Jeff Scheid

Clark County, Nevada school support staff are enjoying the fruits of a recent contract settlement that boosted wages and strengthened worker protections.

Members of the Classified School Employees Association (CSEA) of Clark County, Nevada, voted to affiliate with NEA in December 1984—hoping the affiliation would strengthen their Association and their contract. Their hopes have been more than realized.

CSEA represents a wall-to-wall classified unit of 3,000 employees in the school system that covers the metropolitan Las Vegas area. CSEA, before affiliating with NEA, had been an ineffective independent group. Members had actually lost money under the previous CSEA contract.

But after affiliating with NEA, Clark County support employees were able to start building a strong organization. CSEA launched a membership drive—growing from 900 to more than 1,600 members—just 400 short of their goal of 2,000 by June 1986. The Association also established a system of site representatives.

CSEA members ratified their first NEA contract last summer, and all agreed it was their best ever. Among the gains: a one-year wage increase of 12.75 percent and 34 major changes in contract wording to strengthen the weak language of the local's previous agreement. CSEA goes back to the bargaining table on a wage and benefit reopener next spring.

Through joint lobbying with the Nevada State Education Association, CSEA has also helped win a one-time retention bonus from the state. All returning education employees have received a check for 5 percent of their 1984-85 salaries—on top of their negotiated wage increases.

"This is an exciting time for our Association," says CSEA President LeRoy Holt. "Our affiliation with NEA has provided a much-needed strengthening of our other ties to other associations around the country.

"We're working on issues that are important to our members—like insurance coverage, safety on the job, sexual harassment, and pay equity. We're on the move—because our members are working for *their* Association."

Locals Bargain Together In Oregon

Local affiliates of the Oregon Association of Classified Employees (OACE) and the Oregon Education Association (OEA) are finding that coordinated bargaining brings benefits for both classified and certificated personnel.

When Molalla Union school district classified employees and teachers—one represented by OACE, the other by OEA—reached impasse with their school board earlier this year, they applied for joint mediation.

The mediation session resulted in new two-year contracts units—with identical financial settlements.

At Clackamas Community College, the classified and faculty Associations also worked together—and also negotiated identical agreements.

"Bargaining needs are often similar," says Mike Carter, OACE organizer. "It makes sense to cooperate."

Ohio Workers Say 'Yes' to OEA

The passage of Ohio's collective bargaining law for public employees more than a year and a half ago has spurred new organizing efforts—and signficantly boosted Ohio Education Association membership, particularly among school support personnel.

Previously unorganized workers as well as those represented by other unions are making the move to OEA.

Among the newest locals is the West Branch Classified Employees Association, which represents bus drivers, cafeteria workers, and other school support staff in the West Branch school district in eastern Ohio.

Local President Betty Garrison says her members were unhappy with service provided by the Ohio Association of Public School Employees (OAPSE), especially the lack of contract assistance

Now, explains Garrison, with OEA "we have a consultant with us at the bargaining table."

R. V. Milligan

North Thurston, Wash. ESP activists (seated, form left): Karen Millikan, Bonnie Stine, Gerri Parsons, Barbara Berquist and Edna Dunn. Standing: Jane Ziegler, Jan Fisher, Sherrye Morgan, Shirley French, and Lorraine Price.

Two Washington State Locals Document Pay Inequities

One of the nation's first pay equity studies at the K-12 level was conducted last year by two education support locals in Washington State's North Thurston district, near Olympia.

The North Thurston Secretary-Clerical Association and the North Thurston Aides Association knew jobs held primarily by women paid less than those held primarily by men. What they wanted to find out was how much less—and how much the sex of the job holders had to do with it.

With help from the Washington Education Association and NEA, the two North Thurston locals conducted their own pay equity study. Their findings:

► "women's jobs" pay 17% less than "men's jobs."

► women are not given credit for past experience and education.

► employees who work with children—mostly women—are paid less.

► women's job descriptions—and paychecks—don't accurately reflect the work they do.

Local Association leaders want these inequities corrected by raising the wages of underpaid women.

"We didn't get equity adjustments in our last contract," says North Thurston Secretary-Clerical Association past President Barbara Berquist, "but we've laid the groundwork.

ESP Spirit Sweeps Texas' Rio Grande Valley

More than 1,500 educational support staff in the Rio Grande Valley have joined locals of the Texas State Teachers Association (TSTA). They're struggling for job security against an entrenched political patronage system.

The Valley, which stretches from Laredo to the Gulf of Mexico, includes 33 school districts.

Explains Hector Loya, onetime local president in McAllen and now a UniServ staffer there: "Whenever a different faction won a majority on the school board, all the classified employees were expected to resign, and supporters of the new group got their jobs.

"Beginning in 1980," Loya says, "TSTA started bringing cases in federal court, charging districts with firing staff members for exercising constitutionally protected rights of speech, political association, and belief. We won every case, including several hundred thousand dollars in back pay and attorneys' fees."

"The politicians," Loya stresses, "don't want to give up control."

ESP MAKING

NEWS

Two Victories in San Diego

Paul Richards

CEA/NEA Executive Board members clockwise, from left: Steve Kaplan, Juli Barsoon, Geneva Peterson, Susan Hoppe, Doris Nielsen, MaryAnn Qualls, Mary Cloud, Lois Mulcahey, and Ruth White.

Victories don't come easy—but when they do come, they sure are sweet. Just ask members of the Classified Employees Association (CEA) of San Diego, Calif.

CEA's first victory came in the spring with settlement of a new contract covering 1,200 office, technical, and business service employees in the San Diego school district. The CEA members had worked for a year without a contract as the tough negotiations dragged on.

The new agreement, retroactive to July 1984, meets all CEA's basic demands—including raises totaling 19½ to 31 percent over the 30 months of the contract, binding arbitration, and a strong prohibition against subcontracting.

The second victory came just weeks after the contract settlement when paraprofessionals voted to join CEA/NEA by a vote of 789 to 26. The local Association now represents 2,700 workers in the San Diego schools, and negotiations have begun on the paraprofessionals' first contract.

"Our members realized we had to take our destiny in our own hands," says CEA President Doris Nielsen. "We stood solidly together through a difficult year. And with our united membership and NEA support, we're going to move forward again in the year ahead."

A Kansas First: ESP Locals

Taking their cue from teacher locals, education support staff in the Derby and Haysville school districts in south central Kansas have organized the state's first two ESP locals.

Explains Sue Cherry, secretary at El Paso Elementary School and president of the new Derby ESP: "I worked in the same building with three different presidents of the teachers association—the Derby Educational Association—so I knew what an Association can do to secure employee rights and improve working conditions.

"All employees need that kind of support," she adds, "so with the help of DEA, we organized in 1983 and have begun to formalize our relations with the district."

School bus driver Pat McClary, president of Haysville ESP, organized last summer, explains that "eventually both units hope to become bargaining agents, though Kansas law makes bargaining with education support personnel optional for school boards."

On the Move in Mercer County, West Virginia

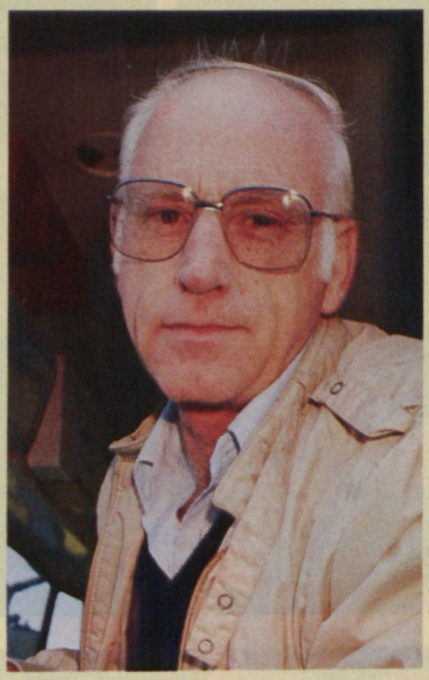
In just six months time, the Mercer County Educational Support Personnel Association (MCESPA) has come from nowhere to become a potent force for worker rights and fair play in southern West Virginia's Mercer County schools.

"Our first meeting with West Virginia Education Association leaders back in April got some of us thinking," recalls MCESPA President Mackie Bailey. "We needed better representation. Some of us were members of an independent association. Others weren't members of any group. That night 15 of us signed up, and a month later we elected officers."

Today, the local's membership includes nearly 100 workers—cafeteria, maintenance, and custodial personnel, teacher aides, bus drivers, mechanics, and secretaries—and there's potential for 400 more.

"We believe members have the right to control their own organization," adds Bailey, "and this democratic way of doing business is what also impressses me about our state and national Associations."

Maury Kaplan, Jr.



Maury Kaplan, Jr.

Mackie Bailey (left), Mary Conner, Sylvia Shrewsberry, and June Cottle are members of one of West Virginia's newest ESP locals—the Mercer County Educational Support Personnel Association, which was founded just six months ago and already boasts nearly 100 members.

A Call to Power

You live and work in the same community. You are well-known by students, teachers, and parents. You help keep the schools running smoothly. You have power. The question is: how to combine this "natural" power with political clout to better represent school support staff.

You can find out how next April at the national NEA Educational Support Personnel Conference. The conference will take place April 18-20—Friday evening to Sunday noon—at the Shoreham Hotel in Washington, D.C.

For more information, contact the ESP program at NEA Center, 202/822-7102.

Clackamas Classifieds Gain Retirement Benefits

The 109 Clackamas (Oregon) Community College classified employees—whose positions range from secretary to custodian—have gained a benefit formerly reserved for faculty.

A new two-year agreement allows classified employees, who are represented by the Oregon Association of Classified Employees, to retire early and receive two-party medical insurance (paid by the college), a life insurance policy, and a monthly stipend equal to that provided for faculty members.

The Clackamas Community College Faculty Association—an affiliate of the Oregon Education Association—helped lead the fight to get classified workers this important new benefit.

ESP MAKING

NEWS

YOU HAVE A

At the NEA Representative Assembly

Photos: Bill Fischer

As an NEA educational support personnel member, you have a chance to be elected as a delegate to the NEA Representative Assembly. The Representative Assembly—the world's largest democratic body—meets annually to decide Association policy. More than 100 ESP members were delegates to the 1985 Representative Assembly held in Washington, D.C. At left, ESP delegates to the 1985 Representative Assembly discuss upcoming floor action at an ESP Caucus meeting.

On the NEA Board of Directors

There are four ESP members on the 122-member NEA Board of Directors. The Board meets at least four times a year to implement policies set by the Representative Assembly. The four members are: Peggy Brown, a secretary from Bay City, Michigan; Peggy McDanal, a senior accountant from Birmingham, Alabama; Nancy Marrone, a library technician from Westbrook, Maine; and Marium Renshaw, a school-community liaison from Spokane, Washington.

Joe Di Dio

Peggy Brown

Joe Di Dio

Nancy Marrone

Kim Kulish

Peggy McDanal

Joe Di Dio

Marium Renshaw

VOICE IN NEA

On the ESP Standing Committee

The Educational Support Personnel Standing Committee develops and presents recommendations to NEA governing bodies on issues of concern to ESP members. The Committee meets at NEA Center. Its members are: Nancy Marrone, Maine; Peggy Brown, Michigan; Ed White, Wyoming; Ed Fitzpatrick, New Jersey; Charles Fletcher, New York; Becky Howell-Lee, Alabama; Norman Ose, Washington; Betty Smarz, Texas; and Anita Upshaw, Georgia.

Nancy Marrone

Peggy Brown

Ed Fitzpatrick

Charles Fletcher

Becky Howell-Lee

Photos: Joe DiDio

Anita Upshaw

Norman Ose

Betty Smarz

Ed White

ESP MAKING

NEWS

Bargaining Law Spurs ESP Drive in Illinois

Up until 1981, secretaries in Wheaton, Illinois District 200 saw little reason to organize. An in-service training session changed all that.

"The more we talked at that meeting the more we realized we needed to make some changes," recalls Carole Ward, a school secretary and Classified Employees Associaton (CEA) grievance chair, "and it wasn't long after that we decided to form our own Association."

Several months later, teacher aides joined the local; then district custodians. But when it came time to bargain a first contract, the board dragged its feet.

James DePree

CEA President Jeff Rosander

CEA grievance chair Carole Ward

'It took us more than a year to get that first contract,"explains Ward, "but we've learned a lot since then. We've won some improvements, and we're communicating better with each other."

The Wheaton experience isn't unique. In other parts of Illinois, school support staff have also run up against intransigent school boards. But that situation is changing. The state's new collective bargaining law, which went into effect in January, 1984, has opened the way for locals to negotiate first contracts. In turn, ESP membership in the Illinois Education Association has increased significantly.

ESP Membership Climbs in Alabama

Lots of one-on-one member recruiting, plus a realignment of UniServ staff, has spurred ESP membership in the Alabama Educational Support Personnel Organization (ESPO).

Under the old alignment, ESPO UniServ staff had to cover the entire state, while the rest of the staff covered teacher locals.The Alabama Education Association changed that system last summer so that all UniServ staff were assigned responsibility for both ESP and teacher locals in their service areas.

'We're very excited about the response ESP members have shown to K-12 staff with whom they're working for the first time," notes AEA Asst. Exec. Director for Field Services Mildred Worthy."The realignment means the staff is able to work more intensely with members in recruiting non-members and in serving their needs."

Typical of the ESP growth is the Henry County ESPO (HC-ESPO), where the Association has grown from just 31 members four years ago, to its present 106 members.

Another success story is the 100 percent Association membership in Morgan County ESPO's Union Hill Junior High unit.

"We've had a very good year accomplishing things here at the county level," notes MC-ESPO President Myrle Childers, a school bus driver, "and two back-to-back pay raises haven't hurt. Plus, both teachers and support personnel are working together and that really makes a difference."

NEA-New York ESP: A Growing Force

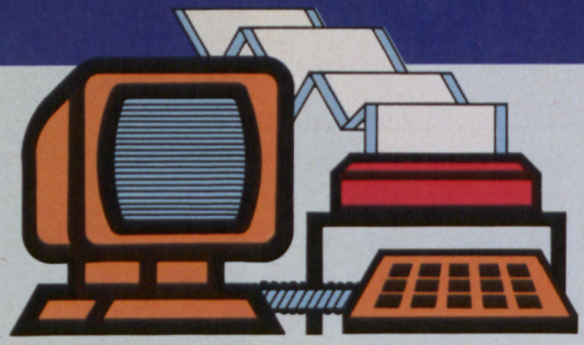
When it comes to bargaining a contract, passing a school budget, or electing a candidate to office, NEA-New York increasingly draws on the strength of a unified workforce of teachers, aides, bus drivers, cafeteria workers, secretaries and clerks, maintenance and custodial personnel—all part of the Association family.

Over the past three years, the number of NEA-New York ESP locals has increased by about a third. In the last year alone, seven new locals have appeared on the scene and more are being organized.

"Our goal is to organize ESP units wherever we have a teacher local," explains NEA-New York's director of affiliate services Bob Paliwodzinski. "By doing that, we hope to represent all employees in a given school district and make the most of the collective strength of all bargaining units to produce better contracts for everyone."

ESP WAGES & SALARIES

A NATIONAL SURVEY



CENTRAL OFFICE

SECRETARIES STENOGRAPHERS

National Average Salary (1984-85)	**$15,343***
National Average Salary (1983-84)	**$14,366***
Percent Salary Increase	**6.8%**

1984-85 salaries paid central office secretaries/stenographers by school district

Birmingham City, Alabama	Low	12,720
Enrollment: 44,376	High	19,284
	Avg.	15,900
	No. of persons	85
Paradise Valley (Phoenix), Arizona	Low	15,766
Enrollment: 20,362	High	25,797
	Avg.	19,624
	No. of persons	8
Pulaski County (Little Rock), Arkansas	Low	8,408
Enrollment: 29,816	High	17,581
	Avg.	12,995
	No. of persons	30
San Diego, California	Low	12,298
Enrollment: 100,353	High	18,169
	Avg.	15,234
	No. of persons	72
Broward County, (Ft. Lauderdale) Florida	Low	12,392
Enrollment: 125,511	High	26,937
	Avg.	19,479
	No. of persons	53
Alton, Illinois	Low	13,337
Enrollment: 7,600	High	17,893
	Avg.	14,513
	No. of persons	8
Elgin, Ilinois	Low	10,201
Enrollment: 25,474	High	19,240
	Avg.	14,554
	No. of persons	54
Southfield, Michigan	Low	10,993
Enrollment: 8,865	High	16,000
	Avg.	ND
	No. of persons	25
Clark County (Las Vegas), Nevada	Low	12,946
Enrollment: 89,735	High	26,914
	Avg.	17,393
	No. of persons	47
East Windsor (Hightstown), New Jersey	Low	13,388
Enrollment: 4,948	High	19,251
	Avg.	17,023
	No. of persons	5
Toms River, New Jersey	Low	10,520
Enrollment: 16,143	High	31,130
	Avg.	15,273
	No. of persons	40
Lawton, Oklahoma	Low	10,634
Enrollment: 18,119	High	17,228
	Avg.	13,859
	No. of persons	24
Oklahoma City, Oklahoma	Low	10,200
Enrollment: 38,587	High	19,020
	Avg.	13,416
	No. of persons	60
Clover Park, (Tacoma), Washington	Low	9,872
Enrollment: 11,630	High	26,429
	Avg.	14,719
	No. of persons	23

*Hourly wage rates and salaries are presented as national averages since they are based on a nationwide survey of some 1,700 school systems. They do not however, represent **true** national averages, but rather summaries of what these school districts reported to the Educational Research Service (ERS). All figures are taken from the ERS report, "Wages and Salaries Paid Support Personnel in Public Schools, 1984-85." © 1985 by Educational Research Service, Inc., Arlington, Va.

BUILDING LEVEL

SECRETARIES STENOGRAPHERS

National Average Salary (1984-85)	**$12,504***
National Average Salary (1983-84)	**$11,613***
Percent Salary Increase	**7.7%**

1984-85 salaries paid building level secretaries/stenographers (not clerk typists) by school district

Birmingham City, Alabama	Low	9,940
Enrollment: 44,376	High	18,480
	Avg.	12,410
	No. of persons	119
Paradise Valley (Phoenix), Arizona	Low	13,038
Enrollment: 20,362	High	17,014
	Avg.	15,701
	No. of persons	30
Pulaski County (Little Rock), Arkansas	Low	7,209
Enrollment: 29,816	High	10,935
	Avg.	8,344
	No. of persons	127
Redlands, California	Low	13,548
Enrollment: 10,900	High	17,388
	Avg.	15,808
	No. of persons	25
San Diego, California	Low	10,763
Enrollment: 100,353	High	15,908
	Avg.	13,336
	No. of persons	155
Broward County (Ft. Lauderdale), Florida	Low	10,224
Enrollment: 125,511	High	17,594
	Avg.	13,958
	No. of persons	175
Alton, Ilinois	Low	7,853
Enrollment: 7,600	High	10,060
	Avg.	8,356
	No. of persons	23
Elgin, Ilinois	Low	10,020
Enrollment: 25,474	High	15,367
	Avg.	12,994
	No. of persons	102
Southfield, Michigan	Low	9,294
Enrollment: 8,865	High	12,466
	Avg.	ND
	No. of persons	35
Clark County (Las Vegas), Nevada	Low	13,004
Enrollment: 89,735	High	20,087
	Avg.	17,252
	No. of persons	109
East Windsor (Hightstown), New Jersey	Low	10,824
Enrollment: 4,948	High	16,639
	Avg.	12,605
	No. of persons	7
Toms River, New Jersey	Low	7,885
Enrollment: 16,143	High	17,485
	Avg.	13,817
	No. of persons	71
Lawton, Oklahoma	Low	8,207
Enrollment: 18,119	High	14,740
	Avg.	10,966
	No. of persons	79
Oklahoma City, Oklahoma	Low	9,600
Enrollment: 38,587	High	14,760
	Avg.	11,510
	No. of persons	94

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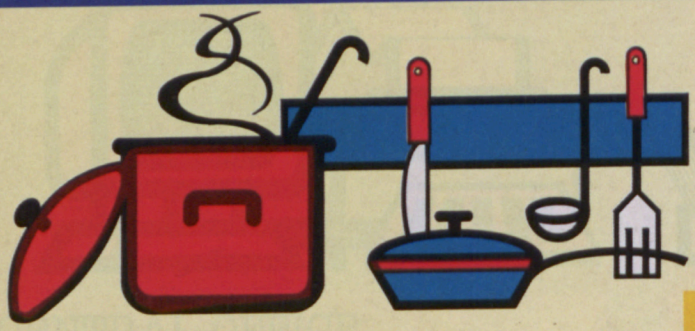

CAFETERIA WORKERS

National Average Hourly Wage (1984-85) $5.4

National Average Hourly Wage (1983-84) $5.0

Percent Wage Increase 6.5

1984-85 hourly wages paid cafeteria workers (not supervisors) by school district

Birmingham City, Alabama	Low	3.85
Enrollment: 44,376	High	5.58
	Avg.	4.99
	No. of persons	538
Paradise Valley (Phoenix), Arizona	Low	5.09
Enrollment: 20,362	High	6.84
	Avg.	5.81
	No. of persons	83
Pulaski County (Little Rock), Arkansas	Low	4.39
Enrollment: 29,816	High	7.87
	Avg.	6.13
	No. of persons	152
Redlands, California	Low	4.36
Enrollment: 10,900	High	6.43
	Avg.	5.46
	No. of persons	49
San Diego, California	Low	4.79
Enrollment: 100,353	High	7.08
	Avg.	5.93
	No. of persons	901
Broward County (Ft. Lauderdale), Florida	Low	4.46
Enrollment: 125,511	High	6.25
	Avg.	5.54
	No. of persons	653
Alton, Ilinois	Low	4.66
Enrollment: 7,600	High	7.76
	Avg.	5.71
	No. of persons	64
Elgin, Ilinois	Low	5.09
Enrollment: 25,474	High	6.76
	Avg.	5.92
	No. of persons	46
Southfield, Michigan	Low	5.30
Enrollment: 8,865	High	8.68
	Avg.	ND
	No. of persons	42
Clark County (Las Vegas), Nevada	Low	5.09
Enrollment: 89,735	High	7.56
	Avg.	6.40
	No. of persons	246
Toms River, New Jersey	Low	3.60
Enrollment: 16,143	High	6.40
	Avg.	ND
	No. of persons	97
Lawton, Oklahoma	Low	5.49
Enrollment: 18,119	High	6.95
	Avg.	6.22
	No. of persons	85
Oklahoma City, Oklahoma	Low	4.70
Enrollment: 38,587	High	5.99
	Avg.	5.05
	No. of persons	454
Clover Park (Tacoma), Washington	Low	4.18
Enrollment: 11,630	High	6.17
	Avg.	4.85
	No. of persons	55

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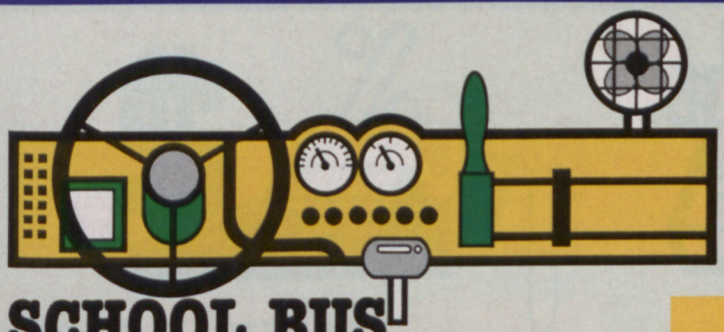

SCHOOL BUS DRIVERS

National Average Hourly Wage (1984-85) $7.27*

National Average Hourly Wage (1983-84) $6.89*

Percent Wage Increase 5.5%

1984-85 hourly wages paid school bus drivers by school district

Birmingham City, Alabama Enrollment: 44,376	Low High Avg. No. of persons	4.66 4.80 4.70 75
Paradise Valley (Phoenix), Arizona Enrollment: 20,362	Low High Avg. No. of persons	6.24 6.85 ND 59
Pulaski County (Little Rock), Arkansas Enrollment: 29,816	Low High Avg. No. of persons	7.91 8.91 8.37 283
San Diego, California Enrollment: 100,353	Low High Avg. No. of persons	8.20 9.96 9.08 46
Broward County (Ft. Lauderdale), Florida Enrollment: 125,511	Low High Avg. No. of persons	5.37 8.80 6.89 449
Elgin, Ilinois Enrollment: 25,474	Low High Avg. No. of persons	8.17 8.17 8.17 101
Jefferson County (Louisville), Kentucky Enrollment: 88,143	Low High Avg. No. of persons	7.22 10.14 8.64 516
Southfield, Michigan Enrollment: 8,865	Low High Avg. No. of persons	6.94 8.78 ND 70
Clark County (Las Vegas), Nevada Enrollment: 89,735	Low High Avg. No. of persons	7.19 10.62 8.86 297
East Windsor (Hightstown), New Jersey Enrollment: 4,948	Low High Avg. No. of persons	5.27 7.44 6.27 54
Toms River, New Jersey Enrollment: 16,143	Low High Avg. No. of persons	5.09 12.10 9.18 118
East Ramapo (Spring Valley), New York Enrollment:10,828	Low High Avg. No. of persons	6.06 7.79 6.95 38
Lawton, Oklahoma Enrollment: 18,119	Low High Avg. No. of persons	3.38 4.30 3.84 71
Clover Park (Tacoma), Washington Enrollment: 11,630	Low High Avg. No. of persons	6.80 7.77 7.32 51

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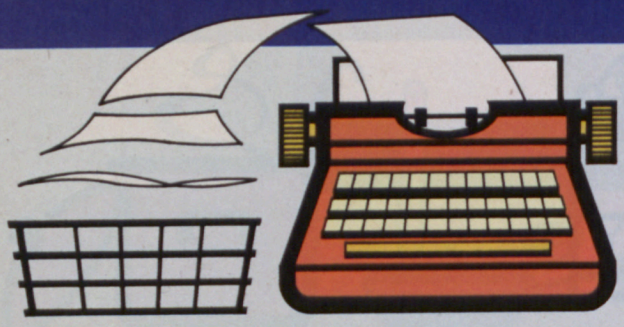

CENTRAL OFFICE

CLERK TYPISTS

National Average Salary (1984-85)	**$12,481***
National Average Salary (1983-84)	**$11,561***
Percent Salary Increase	**8.0%**

1984-85 salaries paid clerk typists by school district

Birmingham City, Alabama Enrollment: 44,376	Low High Avg. No. of persons	11,112 13,380 11,964 10
Paradise Valley (Phoenix), Arizona Enrollment: 20,362	Low High Avg. No. of persons	15,246 15,870 ND 4
Pulaski County, (Little Rock), Arkansas Enrollment: 29,816	Low High Avg. No. of persons	8,408 8,408 8,408 5
Redlands, California Enrollment: 10,900	Low High Avg. No. of persons	15,951 16,352 16,152 2
San Diego, California Enrollment: 100,353	Low High Avg. No. of persons	8,731 21,042 14,887 247
Broward County (Ft. Lauderdale), Florida Enrollment: 125,511	Low High Avg. No. of persons	10,762 14,990 11,054 13
Alton, Illinois Enrollment: 7,600	Low High Avg. No. of persons	10,528 16,351 13,743 13
Elgin, Illinois Enrollment: 25,474	Low High Avg. No. of persons	5,535 5,535 5,535 22
Southfield, Michigan Enrollment: 8,865	Low High Avg. No. of persons	10,993 14,320 ND 5
Clark County, (Las Vegas), Nevada Enrollment: 89,735	Low High Avg. No. of persons	10,628 16,557 14,303 55
East Windsor (Hightstown), New Jersey Enrollment: 4,948	Low High Avg. No. of persons	8,638 12,883 10,000 7
Lawton, Oklahoma Enrollment: 18,119	Low High Avg. No. of persons	12,231 16,643 14,437 2
Oklahoma City, Oklahoma Enrollment: 38,587	Low High Avg. No. of persons	9,600 15,660 11,400 14
Clover Park (Tacoma), Washington Enrollment: 11,630	Low High Avg. No. of persons	7,802 15,605 11,875 8

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CENTRAL OFFICE

ACCOUNTING PAYROLL CLERKS

National Average Salary (1984-85)	**$15,421***
National Average Salary (1983-84)	**$14,522***
Percent Salary Increase	**6.2%**

1984-85 salaries paid accounting/payroll clerks by school district

Birmingham City, Alabama		
Enrollment: 44,376	Low	15,564
	High	19,284
	Avg.	16,872
	No. of persons	6
Paradise Valley (Phoenix), Arizona		
Enrollment: 20,362	Low	14,248
	High	20,051
	Avg.	16,740
	No. of persons	7
Pulaski County (Little Rock), Arkansas		
Enrollment: 29,816	Low	8,718
	High	9,555
	Avg.	8,863
	No. of persons	7
Redlands, California		
Enrollment: 10,900	Low	12,568
	High	17,376
	Avg.	15,641
	No. of persons	71
San Diego, California		
Enrollment: 100,353	Low	11,025
	High	14,070
	Avg.	12,548
	No. of persons	29
Broward County (Ft. Lauderdale), Florida		
Enrollment: 125,511	Low	10,027
	High	22,889
	Avg.	15,341
	No. of persons	30
Alton, Ilinois		
Enrollment: 7,600	Low	13,337
	High	17,298
	Avg.	15,450
	No. of persons	3
Elgin, Ilinois		
Enrollment: 25,474	Low	13,187
	High	18,616
	Avg.	15,912
	No. of persons	7
Southfield, Michigan		
Enrollment 8,865	Low	14,320
	High	16,000
	Avg.	ND
	No. of persons	6
Clark County (Las Vegas), Nevada		
Enrollment: 89,735	Low	13,635
	High	18,186
	Avg.	15,890
	No. of persons	32
East Windsor (Hightstown), New Jersey		
Enrollment: 4,948	Low	11,500
	High	18,593
	Avg.	14,381
	No. of persons	4
Lawton, Oklahoma		
Enrollment: 18,119	Low	10,455
	High	15,757
	Avg.	14,386
	No. of persons	12
Oklahoma City, Oklahoma		
Enrollment: 38,587	Low	10,800
	High	20,292
	Avg.	13,092
	No. of persons	17
Clover Park (Tacoma), Washington		
Enrollment: 11,630	Low	11,792
	High	21,226
	Avg.	16,938
	No. of persons	15

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TEACHER AIDES: NONINSTRUCTIONAL

National Average Hourly Wage (1984-85)	**$5.6**
National Average Hourly Wage (1983-84)	**$5.2**
Percent Wage Increase	**7.3**

1984-85 hourly wages paid teacher aides (noninstructional) by school district

Birmingham City, Alabama Enrollment: 44,376	Low High Avg. No. of persons	3.50 3.50 3.50 30
Paradise Valley (Phoenix), Arizona Enrollment: 20,362	Low High Avg. No. of persons	5.27 6.84 5.41 72
Pulaski County (Little Rock), Arkansas Enrollment: 29,816	Low High Avg. No. of persons	4.45 5.60 5.03 202
San Diego, California Enrollment: 100,353	Low High Avg. No. of persons	4.79 7.08 5.15 1,509
Broward County (Ft. Lauderdale), Florida Enrollment: 125,511	Low High Avg. No. of persons	4.95 7.75 5.39 750
Alton, Ilinois Enrollment: 7,600	Low High Avg. No. of persons	4.91 5.74 5.30 8
Elgin, Ilinois Enrollment: 25,474	Low High Avg. No. of persons	6.16 7.52 6.89 14
Southfield, Michigan Enrollment: 8,865	Low High Avg. No. of persons	6.03 9.02 ND 104
Clark County (Las Vegas), Nevada Enrollment: 89,735	Low High Avg. No. of persons	4.88 6.53 5.78 127
Toms River, New Jersey Enrollment: 16,143	Low High Avg. No. of persons	5.00 6.20 ND 59
Lawton, Oklahoma Enrollment: 18,119	Low High Avg. No. of persons	5.07 5.07 5.07 9
Oklahoma City, Oklahoma Enrollment: 38,587	Low High Avg. No. of persons	5.14 7.10 5.58 36

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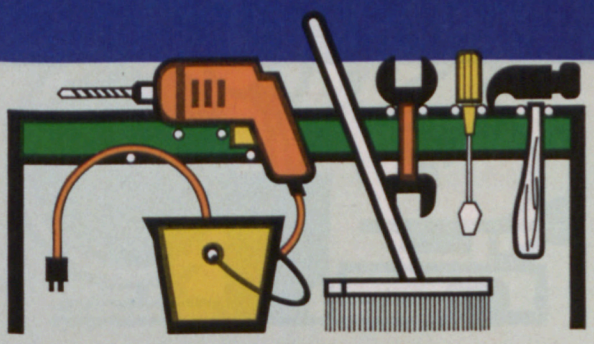

CUSTODIANS

National Average Hourly Wage (1984-85) $6.90*

National Average Hourly Wage (1983-84) $6.49*

Percent Wage Increase 6.3%

1984-85 hourly wages paid custodians (not engineers) by school district

Birmingham City, Alabama Enrollment: 44,376	Low High Avg. No. of persons	3.85 5.58 4.99 580
Paradise Valley (Phoenix), Arizona Enrollment: 20,362	Low High Avg. No. of persons	6.03 9.45 7.65 150
Pulaski County (Little Rock), Arkansas Enrollment: 29,816	Low High Avg. No. of persons	4.50 5.37 494 181
San Diego, California Enrollment: 100,353	Low High Avg. No. of persons	5.54 10.98 8.26 442
Broward County (Ft. Lauderdale), Florida Enrollment: 125,511	Low High Avg. No. of persons	6.56 8.91 7.63 737
Alton, Ilinois Enrollment: 7,600	Low High Avg. No. of persons	5.87 8.41 7.30 72
Elgin, Ilinois Enrollment: 25,474	Low High Avg. No. of persons	. . . 11.78 8.14 76
Southfield, Michigan Enrollment: 8,865	Low High Avg. No. of persons	6.94 10.29 ND 102
Clark County (Las Vegas), Nevada Enrollment: 89,735	Low High Avg. No. of persons	5.92 11.67 7.37 521
East Windsor (Hightstown), New Jersey Enrollment: 4,948	Low High Avg. No. of persons	4.15 8.01 5.99 40
Toms River, New Jersey Enrollment: 16,143	Low High Avg. No. of persons	4.70 8.15 5.75 89
Lawton, Oklahoma Enrollment: 18,119	Low High Avg. No. of persons	5.49 6.95 6.22 144
Oklahoma City, Oklahoma Enrollment: 38,587	Low High Avg. No. of persons	4.23 8.58 5.35 387
Clover Park (Tacoma), Washington Enrollment: 11,630	Low High Avg. No. of persons	6.20 9.33 6.84 88

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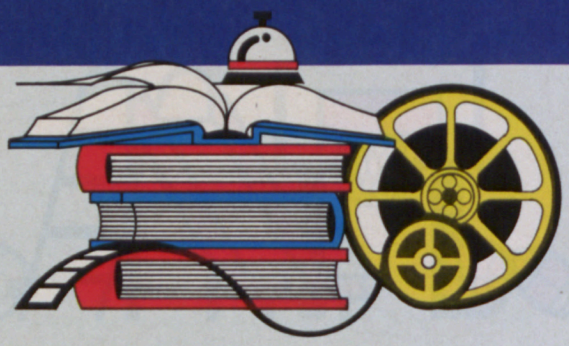

BUILDING LEVEL

LIBRARY CLERKS

National Average Salary (1984-85)	**$9,911***
National Average Salary (1983-84)	**$8,989***
Percent Salary Increase	**10.3%**

1984-85 salaries paid library clerks by school district

Birmingham City, Alabama	Low	8,460
Enrollment: 44,376	High	10,476
	Avg.	9,216
	No. of persons	32
Pulaski County (Little Rock), Arkansas	Low	6,376
Enrollment: 29,816	High	11,452
	Avg.	8,546
	No. of persons	51
Redlands, California	Low	11,660
Enrollment: 10,900	High	16,104
	Avg.	12,582
	No. of persons	10
San Diego, California	Low	9,996
Enrollment: 100,353	High	13,398
	Avg.	11,697
	No. of persons	47
Broward County (Ft. Lauderdale), Florida	Low	8,644
Enrollment: 125,511	High	13,270
	Avg.	9,339
	No. of persons	31
Alton, Ilinois	Low	5,905
Enrollment: 7,600	High	6,923
	Avg.	6,414
	No. of persons	2
Elgin, Ilinois	Low	5,478
Enrollment: 25,474	High	5,478
	Avg.	5,478
	No. of persons	30
Southfield, Michigan	Low	12,108
Enrollment: 8,865	High	12,466
	Avg.	12,287
	No. of persons	2
East Windsor (Hightstown), New Jersey	Low	12,883
Enrollment: 4,948	High	12,883
	Avg.	12,883
	No. of persons	1
Toms River, New Jersey	Low	7,625
Enrollment: 16,143	High	17,035
	Avg.	10,897
	No. of persons	26
East Ramapo (Spring Valley), New York	Low	9,600
Enrollment: 10,828	High	15,257
	Avg.	11,118
	No. of persons	6
Oklahoma City, Oklahoma	Low	9,240
Enrollment: 38,587	High	13,500
	Avg.	11,125
	No. of persons	19

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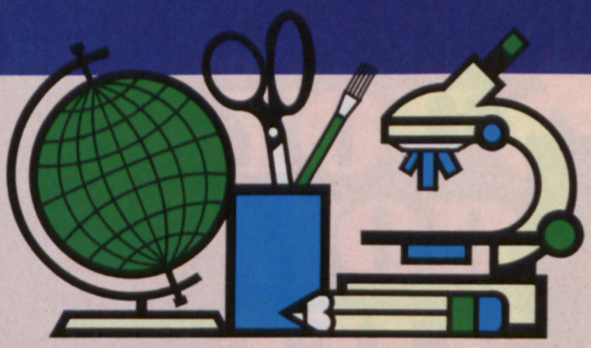

TEACHER AIDES: INSTRUCTIONAL

National Average Hourly Wage (1984-85)	**$5.89***
National Average Hourly Wage (1983-84)	**$5.48***
Percent Wage Increase	**7.5%**

1984-85 hourly wages paid teacher aides (instructional) by school district

Birmingham City, Alabama Enrollment: 44,376	Low	4.73
	High	4.73
	Avg.	4.73
	No. of persons	230
Paradise Valley (Phoenix), Arizona Enrollment: 20,362	Low	5.27
	High	7.63
	Avg.	5.90
	No. of persons	61
Redlands, California Enrollment: 10,900	Low	5.04
	High	6.78
	Avg.	5.76
	No. of persons	165
San Diego, California Enrollment: 100,353	Low	4.79
	High	4.79
	Avg.	4.79
	No. of persons	ND
Alton, Ilinois Enrollment: 7,600	Low	4.91
	High	6.51
	Avg.	6.05
	No. of persons	34
Elgin, Ilinois Enrollment: 25,474	Low	5.24
	High	8.47
	Avg.	6.85
	No. of persons	122
Clark County (Las Vegas), Nevada Enrollment: 89,735	Low	5.65
	High	7.93
	Avg.	6.42
	No. of persons	449
East Windsor (Hightstown), New Jersey Enrollment: 4,948	Low	4.53
	High	5.90
	Avg.	5.06
	No. of persons	59
Toms River, New Jersey Enrollment: 16,143	Low	. . .
	High	6.20
	Avg.	ND
	No. of persons	86
East Ramapo (Spring Valley), New York Enrollment: 10,828	Low	5.50
	High	10.50
	Avg.	8.10
	No. of persons	52
Lawton, Oklahoma Enrollment: 18,119	Low	4.92
	High	6.80
	Avg.	5.86
	No. of persons	92
Oklahoma City, Oklahoma Enrollment: 38,587	Low	5.14
	High	8.43
	Avg.	5.70
	No. of persons	96
Clover Park (Tacoma), Washington Enrollment: 11,630	Low	4.16
	High	8.10
	Avg.	5.79
	No. of persons	141

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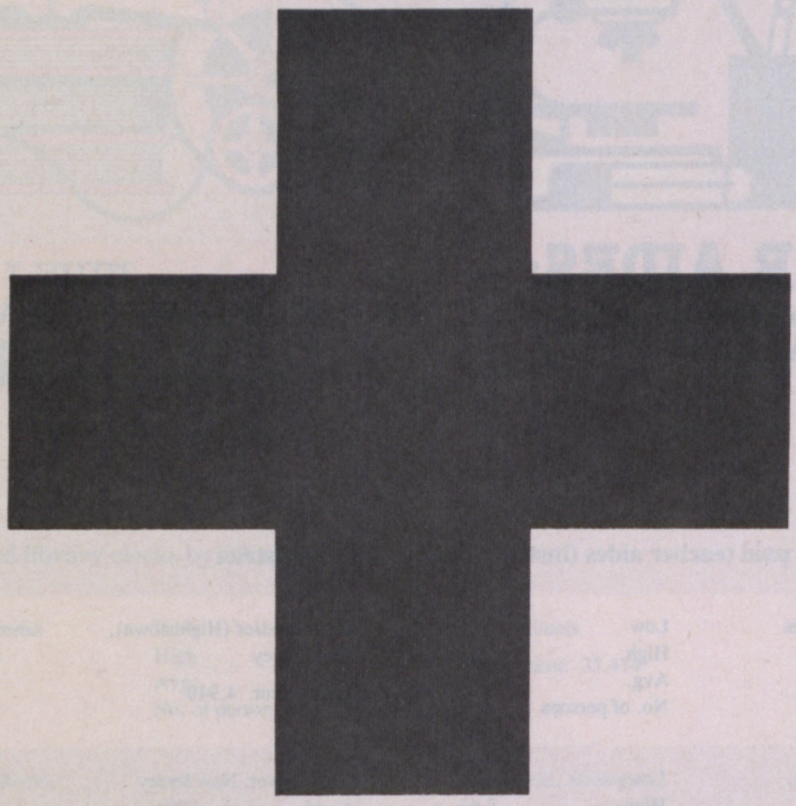

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The American Red Cross is one of our nation's oldest, most venerated public service organizations. And since we receive no Federal appropriations for general operations, we must rely on you for donations. Which simply means, without your time and money, there will be no Red Cross. Please don't let an old friend down.

American Red Cross

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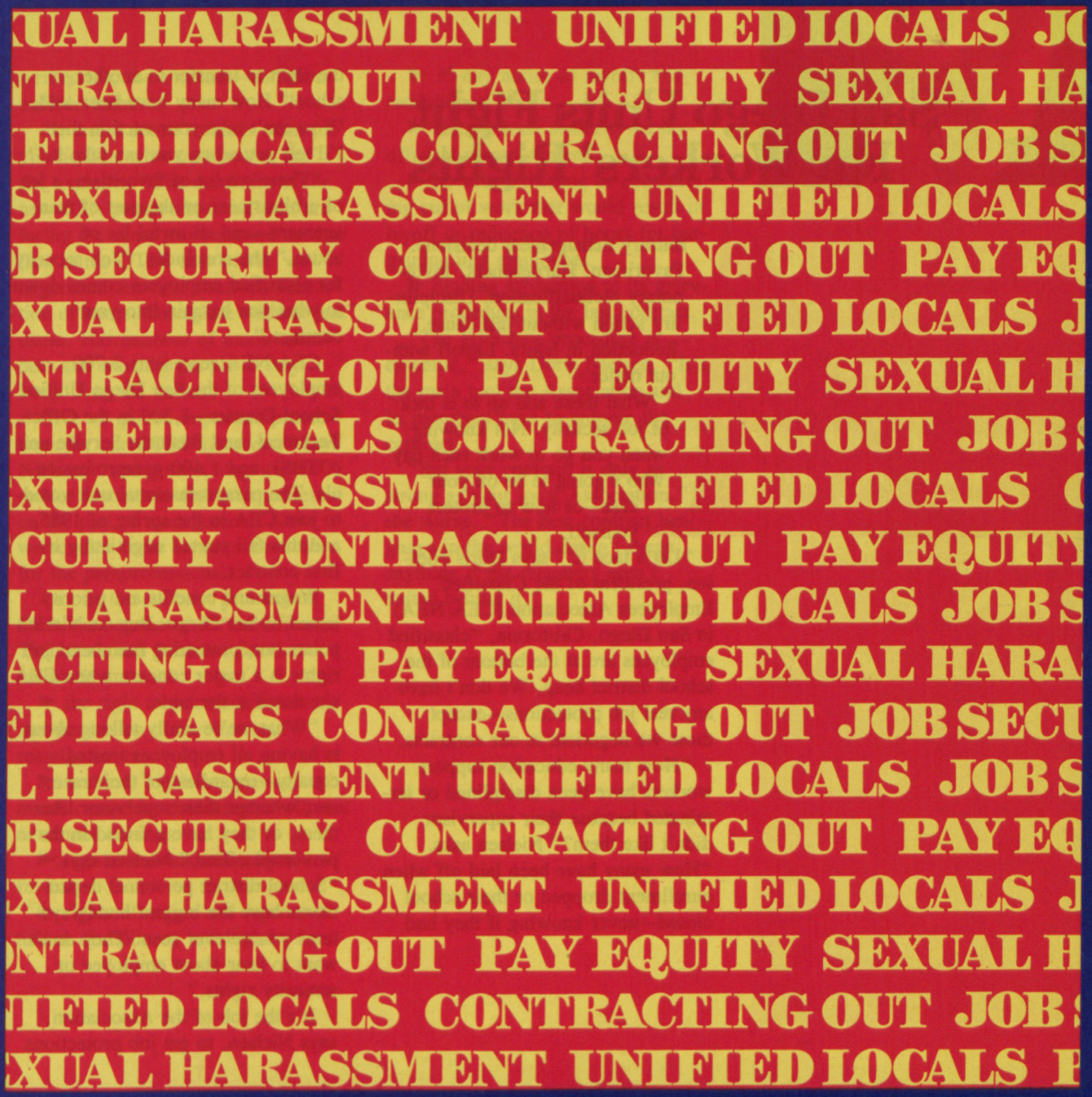
YOU & YOUR WORKPLACE: THE ISSUES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JOB SECURITY

San Diego Units Fight For Workers' Rights

Arbitrary management decisions. Favoritism. Harrassment. Involuntary reclassification. Disciplinary action without just cause. Reduction in hours. Layoff without notice.

What these add up to is lack of job security. Not knowing when you go to work each day who's going to be on your case—or how to protect yourself.

"Let's face it," says Doris Nielsen, president of the Classified Employees Association (CEA/NEA) in San Diego, California, "classified employees are at the bottom of the school district heap. We don't have any real job protections—except those we negotiate in our contracts.

"How many education support workers have been disciplined or terminated because their supervisor didn't like them?" Nielsen asks. "How many have been laid off when enrollment dropped or their school closed—never knowing if they had the right to transfer to another school? How many have been told, 'You can't take your vaction then. I'll tell you when you can take it.'?

"There's a lot of favoritism, a lot of arbitrariness on the part of management—and an awful lot of abuse," she concludes. "Job security for classified employees comes down to what you bargain into your contract."

CEA/NEA represents 2,700 employees of the San Diego Unified School District—1,300 in the Office, Technical, and Business Service unit (OTBS), and 1,400 paraprofessionals. The paraprofessional unit voted to join CEA in the spring of 1985, and this fall started negotiating its first contract.

Wages and benefits are priority issues in San Diego. But, as Nielsen points out, protecting members' job rights is a major concern when CEA sits down at the table.

"What we're really talking about is having all employees treated equally—regardless of their race, sex, whether their supervisor likes them, or they have a friend in the personnel office," Nielsen says. "School district personnel departments have the biggest buddy systems you've ever seen. They don't want to hear about employee or seniority rights."

It's the job of the Association, says Nielsen, to get job protections

written into the contract—and then enforce them.

"It really doesn't matter what job you hold or what unit you're in," she explains. "The members of the new CEA paraprofessional unit are facing the same problems we used to face in the OTBS unit before we negotiated our first contract. Reduction of hours. Discipline without just cause. Harrassment of union members and warning people to stay away from the union.

"We've gained important protections for our OTBS members," says Nielsen, "and gone a long way to reduce favoritism and arbitrariness on the part of management. Now we're after those same protections for the paraprofessionals."

Among the contract protections CEA has negotiated for its Office, Technical, and Business Service members are—

► the right to prior notification and discussion of involuntary reassignments.

► seniority rights on reassignments caused by declining enrollment or school closings.

► regular evaluations subject to review.

► rights of notice and representation at disciplinary hearings.

► 30-day notice of layoffs and reduction of hours.

► district-wide seniority on layoffs and reemployment.

► no subcontracting or contracting out of work that would result in layoff or reduction of hours for bargaining unit employees.

► binding arbitration to its grievance procedure in the last contract.

"The grievance procedure is essential," says Doris Nielsen. "It's the main tool the Association and its members have to enforce the contract.

"But your contract is only as strong as your local Association," she warns. "The best contract language in the world doesn't mean anything if the members aren't united behind it."

Paul Richards

"What we're really talking about is having all employees treated equally—regardless of their race, sex, whether their supervisor likes them, or they have a friend in the personnel office."

CEA/NEA President Doris Nielsen

UNIFIED LOCALS

In Piscataway, N.J.: Many Jobs, One Union

Piscataway Township school employees used to be divided. Different categories of employees were represented by five different local Associations. Those Associations shared a common affiliation with the New Jersey Education Association—but little else.

Now all five employee groups are together, under the banner of the Piscataway Township Education Association (PTEA). And PTEA's bargaining team will soon begin talks on one master contract for all 600 district employees: teachers, bus drivers, custodial and maintenance workers, clerical and secretarial personnel, and paraprofessionals.

PTEA isn't unique. It's one of more than 100 all-inclusive NJEA local affiliates, whose number is increasing every year.

The road to unity in Piscataway began in 1979 with a series of informal talks among leaders of the five separate affiliates.

"It became increasingly obvious to employees in all five locals that they could do more together than separately," recalls current PTEA President Donna Campbell.

The five groups gradually began meshing their negotiating strategies. In 1981, teachers joined picket lines in support of custodial and maintenance workers who were at impasse. Paraprofessionals and bus drivers later agreed that neither group would settle its contract unless the other also settled.

Steps like these helped convince Piscataway school employees that unity was the key to progress at the bargaining table, and, in separate ballots, each local's members soon voted overwhelmingly to unify into one organization.

PTEA members are still in the process of firming up their bargaining strategy. But they've already identified some priorities.

Improved wages and salaries will, of course, be a major goal, particularly in light of the state legislature's newly mandated $18,500 minimum teacher's salary.

The local also intends to take a close look at how rising enrollments have affected employee workloads

Keith Glasgow

and working conditions. Also on the local's bargaining agenda: improved benefits for part-time employees, more employee input into the school board's health and safety policies, tougher language to assure seniority rights, and greater job security for support staff.

PTEA President Campbell believes one of the most important benefits of her all-inclusive local "is that each employee now has a greater understanding of, and a greater appreciation for the roles that other employees play in providing a quality education" for the district's 6,000 students.

"Instead of looking only at one group's concerns," Campbell explains,"our members are willing to champion the cause of others, and work for the greater good."

"That's a key point," adds PTEA Second Vice President Nancy Firrello, a school bus driver and one of five PTEA second vice presidents, "especially in bargaining or crisis situations. It means the board can't play one group off against another—there's no more divide and conquer here."

Executive Board members of the Piscataway Township Education Association (seated from left): Kay Giardino, Lorraine Poore, Colleen Foley, Alice Trematerra,, and Nancy Firrello. Standing: Vivian Lynn, Rose Turick, Jerry Johnson, Mary McCann, Ruth Williams, Donna Campbell, Pat Kelly, and Richard Baylor.

UNIFIED LOCALS

The Seattle Experience: In Unity, There's Strength

Norman Ose is a firm believer that teachers and support staff belong in the same local Association.

"It's the only way to go," he says.

Ose speaks from experience. His local, the Seattle Teachers Association, which represents some 3,700 teachers, secretaries, and paraprofessionals was again put to the test recently when members struck the Seattle schools.

It was the third time in the last decade that school officials had forced a strike. This time, as in the past, they found STA still strong, still united, and still determined to make the schools a better place for the system's 43,000 students.

In early September, nearly three-fourths of the local's voting members elected to strike the school system. They sought higher salaries and smaller class sizes—issues that affected all three employee groups.

As in the past, Ose, a special education assistant currently at Wedgwood Elementary and a member of NEA's ESP Standing Committee, took up his post alongside other paraprofessionals, teachers, and secretaries on the STA picket lines.

"We've had a unified local here for 20 years," notes Ose. "Each of the three groups is represented on the Executive Board and on the negotiating team. Our STA professional and clerical staff serves all three membership groups."

In this past fall's strike, STA members were struggling with the fallout from a bill passed by the legislature a few years back that effectively froze the salaries of most state school employees.

Talks between the two sides dragged on for two weeks when the district's negotiators challenged STA leaders to present the administration's "last best offer" to the STA membership.

"The school officals thought they saw a crack in our unity," recalls Ose. "They evidentally figured our negotiating team was out of step with the full membership."

They were wrong. Over 85 percent of the STA membership rejected the board's proposal and voted to continue the strike.

"That was a real shot in the arm for our bargaining team," explains Ose, "and made our team more

WE NEED RESPECT FOR OUR PROFESSIONAL ABILITY
QUALITY TEACHING TIME QUALITY LEARNING
Let's talk class SIZE + Mix
I WANT SCHOOL
TIME TO STABILIZ STAFF
ON STRIKE

Bill Kuhns

determined than ever to win a fair contract."

That new agreement finally came in late September after three days of marathon talks and the assistance of the state's governor.

In the end, STA was able to address the twin issues of salary and class size. It won three-and-a-half extra work days at $250 day for all three groups of employees, plus an additional day's pay of $150 for paraprofessionals and secretaries.

"Teacher-members were aware," notes Ose, "that the salary freeze had had a greater impact on the pay of paraprofessionals and secretaries, and they stuck with us on this issue."

STA also bargained for some $3 million in additional funds for individual schools to use to reduce class sizes with the staff to decide how that money will be spent.

"That was an important issue,"explains Ose, "since each school's staff—all three groups of employees—can decide whether to spend the money on an additional teacher, support person, or in some other way."

So once again STA's strength and unity has led to some important breakthroughs for its members—and the students they serve. Ose hopes other support staff and teachers will follow STA's unified membership approach.

"Even though ESP members may be in the minority," says Ose, "our issues can be addressed. But it's up to us to be agressive, to make sure teachers are aware of our concerns, just as we are of theirs. I think others will find what we have found: we are a part of the same education family. We can do more together at the bargaining table, or during the regular course of our work, than we can alone."

Jimi Lott/*Seattle Times*

Early in the morning on the first day of the Seattle Teachers Association strike, paraprofessional Norman Ose walks the picket line in front of the Seattle schools administration building.

PAY EQUITY

Sioux City, Iowa Local Bridges the Wage Gap

"We first became aware of wage inequities several years ago," recalls Louise Morgan. "We noticed that the top three pay lanes in our agency's salary schedule were for jobs held primarily by men—even though some of the job categories filled entirely by women required more education and experience."

Morgan is president of the Associate Professional Staff Association (APSA), the local NEA affiliate in Sioux City, Iowa. APSA represents 50 classified employees—secretaries, custodians, paraprofessionals, van drivers, clerks, and technicians—of the Western Hills Education Agency. The agency provides educational services to school districts in the Sioux City area.

"We didn't really know what pay equity was," Morgan explains, "but we did know something was wrong. We knew it wasn't right that paraprofessionals and the secretaries who ran the agency's outlying offices were earning less than custodians and van drivers.

"We were glad that custodians and van drivers were making decent wages, but we wanted secretaries and paraprofessionals to have good wages too—wages that reflect the work they do and the education and experience they have," says Morgan. "That was a few years ago. Now we know all about pay equity."

The growing, NEA-backed movement for pay equity—also called comparable worth—seeks to end the effects of sex discrimination on wages. Pay equity advocates have demonstrated that the majority of working women are segregated in a handful of jobs: secretarial-clerical work, teaching, nursing, and other service jobs. These female-dominated professions continue to be undervalued—and underpaid. Women workers earn only about 60¢ for every dollar earned by men.

Pay equity seeks to end this wage discrimination by insisting that employers fairly evaluate the skills, education, effort, and responsibility required by the jobs of all their employees—regardless of sex—and pay their employees on the basis of the work they do.

In Sioux City, management repeatedly refused to discuss pay equity at the bargaining table.

"We first raised pay equity during negotiations in 1982," Louise Morgan says. "We raised it again in 1983—and again in 1984. Management wouldn't discuss it. They said

Ed Porter

Sioux City, Iowa's Louise Morgan says her local's pay equity study was "a morale booster for all of us. We realized how important our work is."

there wasn't a pay equity problem.

"The agency probably thought we were such a small association, there wasn't anything we could do," says Morgan. "We're small. But we have some big resources behind us—we're affiliated with NEA and the Iowa State Education Association."

APSA worked with the Iowa State Education Association and NEA to study the job classification and wage system of classified employees at the Sioux City agency. The study, completed last January, showed that three of the low-paying, female-dominated jobs at the Agency actually demanded more skills and experience than the three highest-paying, male-dominated jobs.

"Once we had the results of the study, we really dug in our heels," says Morgan. "It gave us something concrete to take to management. We insisted that we did have a pay equity problem and we'd better negotiate to correct it."

APSA used the study results to bargain a new contract with equity raises phased in over the next three years. With the new agreement, the local became one of the first in the country to win real pay equity at the negotiating table.

"We feel that by the end of this contract we'll have achieved pay equity," says Morgan. "We're very proud of what we accomplished. It took hard work—and most important, we all stood together."

Adds Morgan: "Management tried to split us. It proposed taking money from the men's job categories to raise women's wages. We said, 'NO WAY!' We made clear from the very beginning—to our men members as well as to the Agency—that we weren't interested in lowering men's wages rate—only raising women's. And that's what we did.

"Pay equity is something you have to fight for," Louise Morgan concludes. "But it's worth the fight."

Sioux City Breakthrough

	Wage Range (1984-85) Before Pay Equity	Wage Range (1987-88) After Pay Equity
Clerk	$4.01-5.63	$4.56-6.00
Custodian Asst.	$4.01-5.63	$4.56-6.00
Typist	$4.24-5.95	$4.56-6.00
Data Entry Operator	$4.29-6.00	$4.56-6.00
Secretary	$4.35-6.15	$5.55-7.26
Service Center Secretary	$4.48-6.28	$5.75-7.55
Specialists		
Printing	$5.03-6.83	$5.55-7.26
Data-Wordprocessing	$5.03-6.83	$5.55-7.26
Financial	$5.03-6.83	$6.46-8.44
Technician	$5.51-7.31	$6.46-8.44
Paraprofessional	$5.07-6.78	$5.75-7.55
Van Driver	$5.28-7.08	$5.55-7.26
Custodian	$5.65-7.45	$5.75-7.55
with boiler license	$6.15-7.95	$6.46-8.44

CONTRACTING OUT

ESP-Teacher Alliance Saves Bonneville, Idaho Jobs

Over the past 10 years, more and more public services have been contracted out to private concerns. Today, giant corporations run everything from what used to be public hospitals to prison systems.

Contracting-out schemes are also widespread in education—and they've victimized food service workers, maintenance personnel, groundskeepers, and bus drivers all across the nation.

School officials claim that contracting out saves money. What administrators and school boards don't point out are the hidden costs of contracting out: the loss of quality services and the people who provide them, the contract loopholes that allow private concerns to add on "extra expenses," and loss of public control and accountability.

How can education support employees best fight the contracting-out menace?

East Bonneville (Idaho) Education Association (EBEA) ESP members have found the answer: link up with teachers.

EBEA members learned that lesson first-hand last spring.

At that time, East Bonneville teachers were locked in an ongoing confrontation over a new contract. Meanwhile, the school board—trying to balance its budget—was considering a plan to contract out the district's custodial and maintenance services to a private cleaning firm. About half of the 31 support staff who were members of the Association stood to lose their jobs.

In Idaho, teachers have the right to bargain, but not support staff personnel. The 31 school support staff had joined the Association anyway. They were convinced that the Association could help them—and they were right.

Working together, teachers and support employees in East Bonneville mounted a community-wide effort to bring citizen pressure on the school board to reopen contract talks. That same campaign explained the negative effects contracting out would

Paul Peck

Association staff and local leaders of the East Bonneville Education Association combined their skills with determination to save the jobs of custodial and maintenance workers, and win a new contract for teachers.

have on school support services.

With these messages firmly planted on the public mind, EBEA took one more major step. At a general membership meeting in late October, members voted "no confidence" in the school board and superintendent.

The local was just about to announce that vote to the public when members of the EBEA crisis committee received a call from the local superintendent. He wanted to reopen negotiations. Two days later, EBEA emerged from the reopened negotiations with a new contract featuring a decent pay raise and a promise that no action would be taken that would adversely affect support staff jobs.

"We have the Association to thank for this," says ESP spokesman Bill Speirs, a school maintenance worker. "If teachers had divorced themselves from the contracting-out issue and just stuck with their own contract problem, we would have been left out on a limb. Now they've got their contract and we've got our jobs."

EBEA President Joe Hayes, a school psychologist, sees the victory as a perfect example of the three levels of the Association—local, state, and national—working together.

"It all fell into place," says Hayes. "Locally we had good leaders at the table and in the community telling our story, plus strong help from Idaho Education Association (IEA) headquarters' staff, and UniServ staff in the area. And more help was on the way. NEA had already authorized a troubleshooter to fly in to help. Having this support gave us the confidence that we could settle the teachers' contract and the contracting-out issue—and we did."

SEXUAL HARASSMENT

Las Vegas Association Tackles A Tough Problem

Sexual harassment is against the law. It's not simply an annoyance—a hassle employees must endure as part of the job. Sexual harassment is a form of job discrimination based on sex. It's a violation of Title VII of the Civil Rights Act of 1964, Title IX of the 1972 Education Amendments, and many state and local laws as well. Sexual harassment is illegal.

"Employees don't have to tolerate this kind of behavior on the job," says Annie Barclay. "We don't have to put up with sexual suggestions, obscene comments—or worse."

Barclay is a data management specialist in the Clark County School District in Las Vegas, Nevada, and a member of the Classified School Employees Association (CSEA/NEA). CSEA, which represents 3,000 classified employees in the Clark County schools, is mobilizing its members to deal with sexual harassment.

"Sexual harassment isn't part of any job description," explains Annie Barclay. "Workers who spend a good portion of the work day avoiding a harassers can't give their best to the job—and the harassers can't be accomplishing that much either. Unfortunately, these facts aren't enough to end sexual harassment."

CSEA actively took on the fight against sexual harassment after harassment drove one of its members to resignation in the spring of 1985. The woman has since returned to a different job in the district and, with CSEA's assistance, filed charges against her harasser—the principal at the school where she used to work—before the Nevada Equal Rights Commission.

Working with the Clark County Classroom Teachers Association, CSEA discovered that other employees have been sexually harassed by the same principal.

"One of the sad things about this case," Barclay says, "is the evidence we've found that this principal has been harassing women employees as far back as 1979. But because the women were either embarrassed or afraid to make an official complaint—and the district chose to ignore the problem—he's been able to get away with it."

School employees charge that the principal's harassment has included obscene comments, explicit demands for sex, attempts to grab and maul

female employees, and obscene phone calls in the middle of the night. The principal also made it clear that any employee who made him angry would face retribution.

"This case, as awful as it is, has taught us a lot about how to deal with sexual harassment," says Barclay, who as editor of CSEA's newsletter is doing a series of articles on sexual harassment.

"The first lesson," she explains, "is that a woman who's being harassed must hold on to her sense of self-worth. It's not her fault she's being harassed. The blame lies with the harasser."

Sexual harassment usually involves a male boss harassing a female worker, says Barclay, but that isn't always the case. Male workers can also be harassed, and harassment can come from a co-worker as well as a boss.

Barclay emphasizes that trying to ignore harassment doesn't work.

"You have to confront your harassers. Let them know you realize what's going on and won't tolerate it. Remind whoever's harassing you that you're a professional at your job—and demand to be treated as such," she notes.

"This is often difficult for women workers—especially clerical workers," Barclay adds. "Clerical workers are usually seen as the least powerful people in any organization. We learn early on that we're supposed to smile—to diffuse tense situations and not hurt anyone's feelings.

"But when we tell a harasser to stop with a smile," she says, "we can be sending mixed signals. The harasser can decide the smile means we really enjoy it. So we emphasize to our women members that they must forget what they've been taught about being pleasant—never smile when you confront a harasser."

Barclay emphasizes that workers who feels they're being harassed should immediately contact their Association.

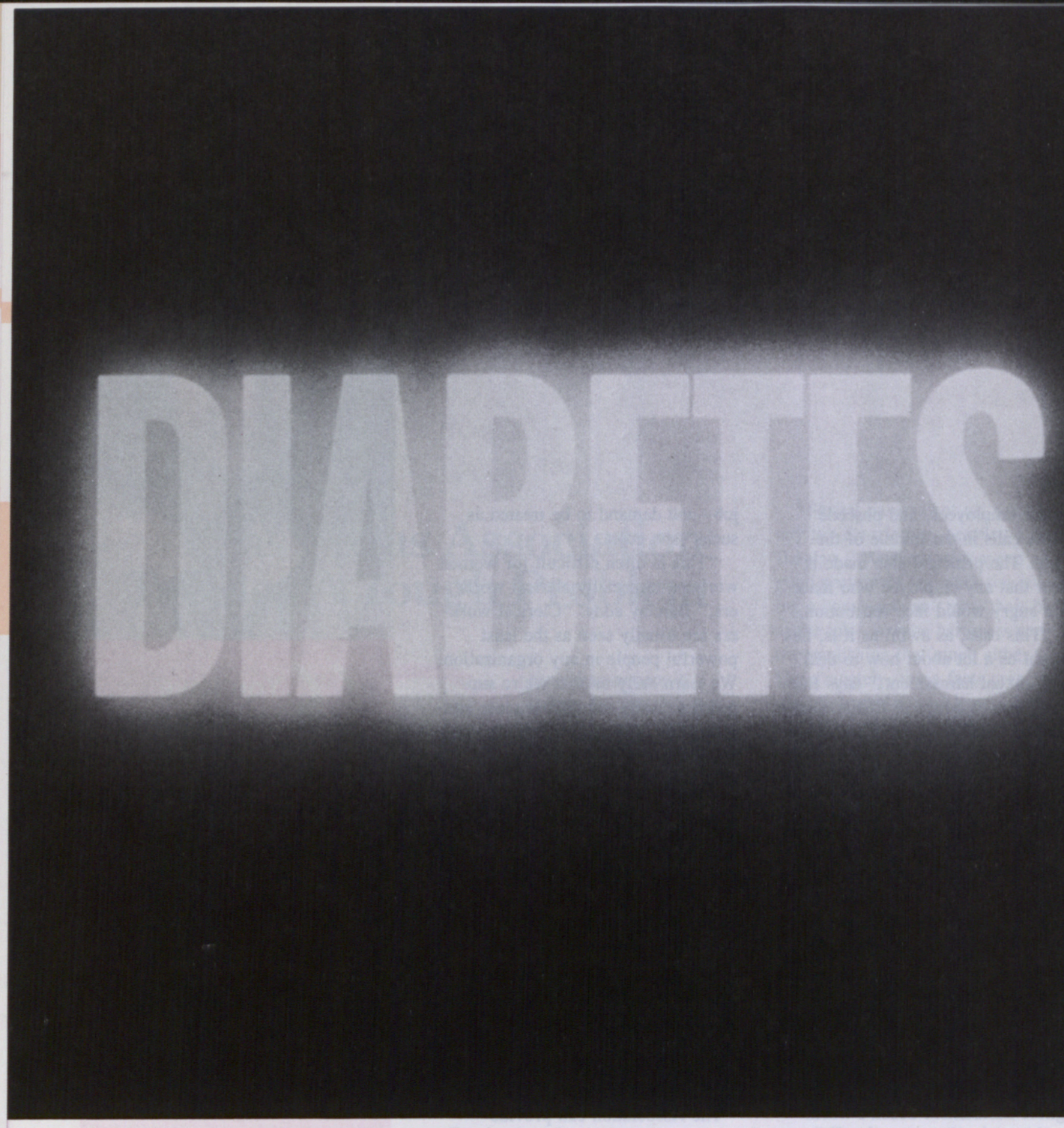
"Being the victim of harassment is emotionally very difficult," she says. "The Association can provide important personal support, give you a safe place to talk about what's happening, and help in figuring out how to cope with it.

"In the end," Barclay concludes, "the district has to confront the issue of harassment. It must let its administrators and workers know that this behavior is not tolerated in the school district."

Jeff Scheid

"You have to confront your harassers. Let them know you realize what's going on and won't tolerate it."

Annie Barclay



HEART DISEASE, KIDNEY DISEASE, AND BLINDNESS HAVE A COMMON WARNING SIGN.

Diabetes is a major contributor to heart disease, kidney disease and blindness. Physicians believe, however, that early detection of diabetes can help reduce or minimize severe complications later on.

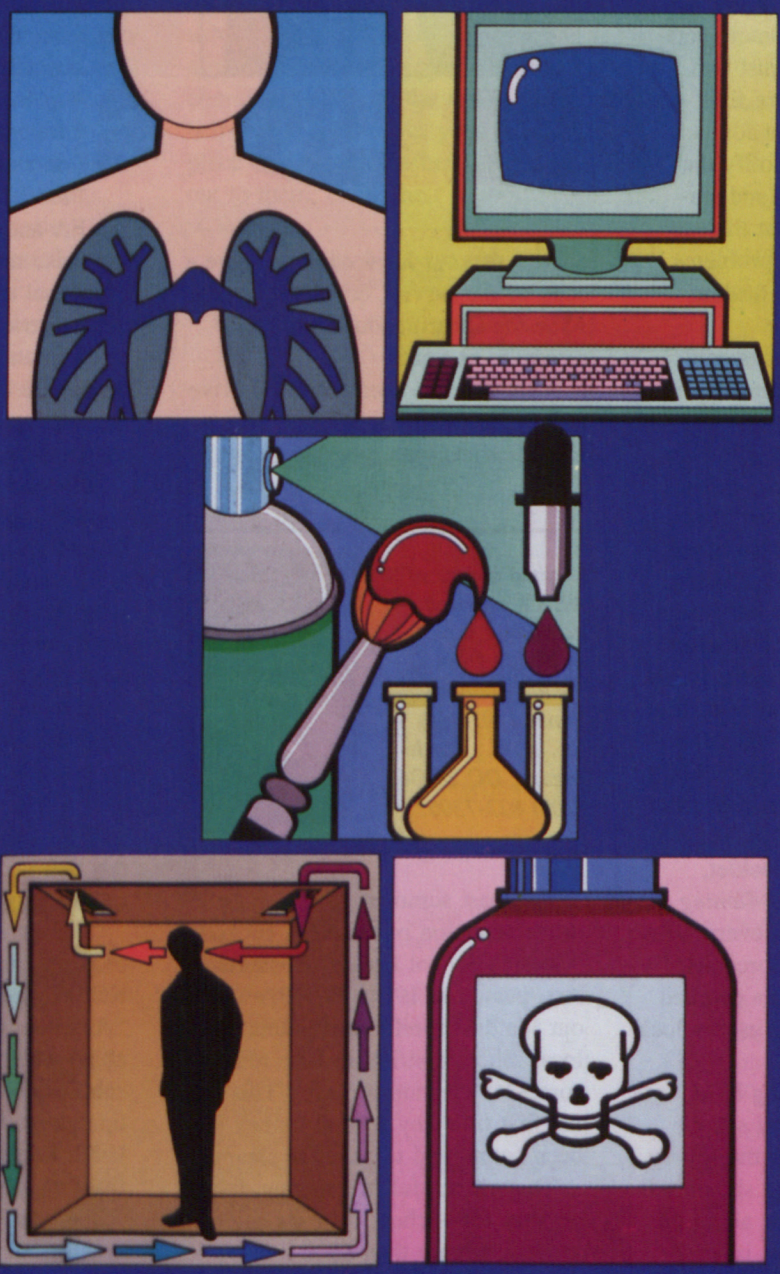
Some of diabetes' most obvious warning signs are frequent urination, unusual hunger, excessive thirst, rapid weight loss, blurred vision, skin infections and slow healing.

If you have any of the above symptoms, take a warning from us.

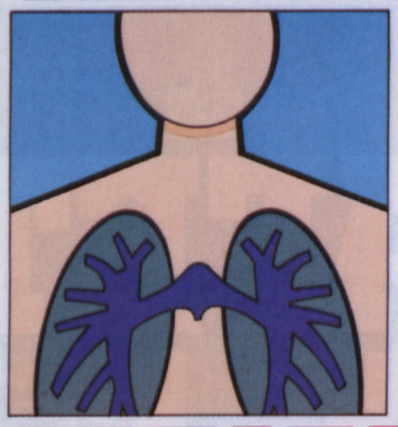
See your physician.

FIGHT SOME OF THE WORST DISEASES OF OUR TIME.
Support the American Diabetes Association.

HEALTH & SAFETY



HEALTH & SAFETY



ASBESTOS

Asbestos remains a serious problem in the nation's schools, particularly for school support staff who most often work in areas where crumbling asbestos is present.

Preliminary results of a new NEA survey suggest that schools are taking the asbestos problem more seriously then then they did just two years ago, when they were first required by law to inspect for crumbling asbestos and notify the community, school staff, and students if it were found. But the survey returns also indicate problems with the way schools are dealing with hazardous asbestos.

The NEA survey findings confirm, for example, that some districts may be relying on school maintenance and custodial workers to inspect for and, in some cases, remove dangerous asbestos. This may save money, but it also places support staff in danger of inhaling tiny asbsetos fibers that may eventually cause cancer or other diseases.

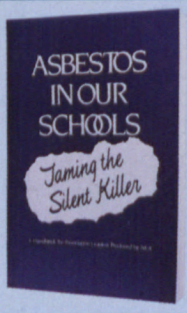
NEA is working on several fronts to help local affiliates deal with the dangerous asbestos believed to be present in more than 31,000 schools.

Last fall a special NEA task force produced a 48-page booklet about asbestos hazards. That booklet, *Asbestos in Our Schools: Taming the Silent Killer*, was sent to every NEA local affiliate. The task force also produced and distributed a detailed asbestos survey form for use by local NEA affiliates.

The task force is urging NEA affiliates to ask their local school superintendent to answer the survey questions. Those answers should tell you all you need to know about the status of asbestos hazards in your district. If your local didn't receive a copy of the survey, contact the NEA Asbestos Clearinghouse (see resources at right).

NEA has also spearheaded a drive to win more federal funds to help local districts with asbestos cleanup efforts.

Limited copies of NEA's asbestos handbook are available from NEA Communications, 1201 16th St., N.W., Washington, DC 20036. (202) 822-7200.



This past summer, as a result of implementation of the NEA-backed Asbestos School Hazard Abatement Act, passed in 1984, the EPA handed out some $45 million in grants to local school districts to help fund some 341 cleanup projects. This is the first time any federal money has been committed to asbestos cleanup.

Though helpful, the money didn't go very far—school districts had requested more than $500 million for some 8,300 projects. The total tab for eliminating asbestos hazards from the nation's schools is conservatively estimated at more than $3 billion.

So NEA is now back on Capitol Hill, asking Congress for $100 million in federal aid for projects that could begin next summer. NEA lobbyists expect Congress to come up with half that amount and are working with EPA officials on simplifying the application for federal asbestos aid.

NEA and state affiliate leaders have also testified in favor of congressional action to compel EPA to force districts to act on the asbestos problem and to issue guidelines to make sure their asbestos work is carried out by technicans trained in abatement procedures.

EPA has partially responded by requiring school districts that receive federal grants for asbestos abatement to use qualified firms to handle the asbestos cleanup. But that still leaves thousands of districts on their own. As a result, some districts have not yet moved to correct their asbestos problems, some have wasted money on projects that will have to be done over a few years from now, while others have chosen abatement methods that may actually increase the risk of exposure to asbestos fibers.

"Asbestos is a national problem requiring a national solution," says NEA Vice-President Keith Geiger. "Americans shouldn't have to worry about whether or not they're inhaling cancer-causing asbestos fibers every time they step into a school building. Until the federal government gets out front on this issue, no student, school employee, or parent can breathe easy."

THE HAZARDS

Not all asbestos is hazardous, but when asbestos flakes or crumbles, fibers are inhaled in the lungs, where they remain indefinitely. Support staff are more likely than other school employees to be exposed to hazardous asbestos, since they work in areas where asbestos materials were often used to soundproof, insulate, or fireproof school buildings.

Among the common locations of potentially hazardous asbestos are: in heating and cooling plants; around pipes, pressure tanks, boilers and ducts; in auditoriums, cafeterias, music rooms, janitor sinks and closets; and in fan and machinery rooms. Asbestos materials were either sprayed or troweled on. Asbestos cement was used on walls, ceilings, and around storm drainage pipes.

THE SYMPTOMS

Lung cancers, mesothelioma, and asbestosis are the most common diseases linked to asbestos exposure, but symptoms of these diseases quite often don't appear for many years.

WHAT YOU CAN DO

It shouldn't be your job to inspect for or remove hazardous asbestos, but your local can make sure both jobs are done, and done right. The NEA handbook, *Asbestos in Our Schools: Taming the Silent Killer*, outlines strategies to make sure your district takes care of asbestos problems.

The NEA booklet recommends, for example, that locals establish a strong safety and health committee. The booklet also offers sample health and safety protections that might be negotiated into your next contract.

Remember, don't let your school district put you off. You have a right to know whether your workplace has asbestos hazards, and you're not alone in this fight. Your PTA, church groups, and the media can help in the fight to rid your workplace of dangerous asbestos. Reach out to them; enlist their support.

RESOURCES

NEA Asbestos Clearinghouse
1201 16th St., N.W.
Washington, DC 20036
(202) 822-7400

New Jersey Education Association (NJEA)
P. O. Box 1211
180 State St.
Trenton, NJ 08607
(609) 599-4561

NJEA has distributed two filmstrips on asbestos—one for ESP, the other for the general public, plus related printed materials.

U.S Environmental Protection Agency (EPA)

Asbestos Action Program
401 M St., S.W.
TS788A, Room 627, East Tower,
Washington, DC 20460

Asbestos in Buildings—Guidance for Service and Maintenance Personnel. A new booklet from EPA to assist custodial and maintenance personnel in recognizing asbestos materials and developing safe work practices when performing regular maintenance work. Free. Call the EPA hotline above.

EPA Hotline
(800) 424-9065

EPA Regional Asbestos Coordinators

Region 1
Boston, Mass.
(617) 223-0585

Region 2
Edison, N.J.
(201) 321-6668

Region 3
Philadelphia, Penn.
(215) 597-9859

Region 4
Atlanta, Ga.
(404) 881-3864

Region 5
Chicago, Ill.
(312) 886-6879

Region 6
Dallas, Tex.
(214) 767-5314

Region 7
Kansas City, Mo.
(913) 236-2838

Region 8
Denver, Colo.
(303) 837-3926

Region 9
San Francisco, Calif.
(415) 454-8588

Region 10
Seattle, Wash.
(206) 442-2870

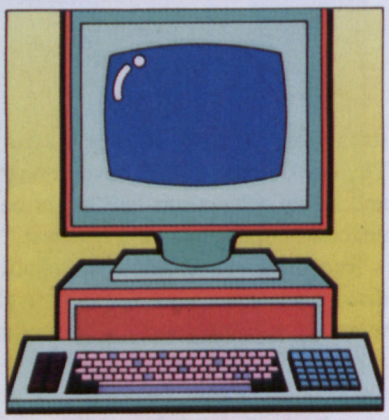
EPA Technical Assistance Centers

Atlanta, Ga.
(404) 894-3806

Shawnee Mission, Kans.
(913) 648-5042

Medford, Mass.
(617) 381-3531

HEALTH & SAFETY



VDTS

THE HAZARDS

The computer revolution has arrived in American offices. Just 10 years ago video display terminals (VDTs) were a novelty. Today, 10 million Americans spend most of their working hours in front of VDTs—and that number will increase to 40 million by 1990.

The use of these innocent-looking computer screens is associated with a wide range of worker health complaints. Some of these health problems may result from the VDTs themselves, but many are caused by work stations that are poorly designed for VDT use.

It's not yet known whether VDTs cause long-term health problems. Questions have been raised, however, on the effects of the very-low-frequency non-ionizing radiation emitted by computer screens.

THE SYMPTOMS

Eye problems: eyestrain; visual fatigue; burning, irritation, or swelling of eyes; changes in vision.

Muscular-skeletal problems: backaches; neck and shoulder aches; pain in arms, hands, or fingers; headaches.

Stress: headaches; fatigue; irritability; insomnia.

Problem pregnancies: Along with increased use of VDTs have come reports of miscarriages and birth defects among women who work in offices with VDTs. It has not yet been determined whether these reproductive problems were connected with VDT exposure or were the result of statistical chance.

WHAT YOU CAN DO

Many of the eye, muscular-skeletal, and stress problems associated with VDTs come from poorly designed work stations. Workplace inspections should include:

Lighting: The general light level should be low; indirect lighting is best; there should be no glare on the screen; windows should have blinds or heavy drapes.

Office furniture: VDT operators should be able to adjust furniture to provide maximum comfort. Chairs should provde back support. Keyboards should be at elbow height. The top of the VDT screen should be slightly below eye level.

The VDT: Keyboards and screens should be separate units so each can be placed in the best position. Operators should be able to rotate and tilt screens as well as adjust brightness and contrast.

The operators: Workers using VDTs should be provided with periodic breaks. VDT operators should also be given periodic employer-paid eye exams.

RESOURCES

Humanizing the VDT Workplace: A Health Manual for Local Officers and Stewards. Revised 1985. A comprehensive guide to identifying and eliminating VDT health and safety problems; includes suggested contract provisions. The Newspaper Guild (TNG) and International Typographical Union. $1.50. TNG, 1125 15th St., N.W., Washington, DC 20005.

Office Work Can Be Dangerous to Your Health. Jeanne Stellman and Mary Sue Henifin. Pantheon Books. 1983. Includes a chapter on VDT-related problems and how to correct them. $6.95. Available in bookstores and libraries.

HEALTH & SAFETY

CLASSROOM CONTAMINATION

THE HAZARDS

School classrooms contain many potential health hazards. Students and education employees who spend their working days in classrooms aren't the only ones at risk. Hazardous classroom substances can also pose a threat to custodians and other school employees.

Art rooms, science rooms, and vocational education workshops are usually the most dangerous rooms in a school. Innocent-looking art materials—including those used in elementary schools—can cause cancer or damage to the reproductive, nervous, and respiratory systems, the heart, and other vital organs. School science labs routinely contain chemicals that can cause cancer, birth defects, and damage to the lungs, liver, and kidneys. The formaldehyde used to pickle biology specimens is a proven animal and suspected human carcinogen. Fumes from voc ed workshops can also pose a hazard to all who breathe the contaminated air.

THE SYMPTOMS

The symptoms to watch for are as many and varied as the hazards themselves. In addition, a number of the toxic dangers in classrooms—such as talc, silica, or asbestos in clay dust—don't cause immediate health symptoms. Their effects are cumulative, slowly accumulating through years of exposure, unnoticed by the victims.

Among the warning signs: nausea, headaches, weakness, dizziness, trouble breathing, eye or nose irritation, vision problems, stomach disorders, and skin irritation. If employees or students experience any of these symptoms in a particular classroom or area of the school, it's time to investigate.

WHAT YOU CAN DO

Don't assume a bad smell or airborne dust is a harmless nuisance. Find out what's causing it and what the ingredients are.

Reading labels and following any safety procedures they indicate are first steps, but they're not enough. Too many labels on art and science materials only include warnings if the product will kill you right away. More complete information is found in the Material Safety Data Sheets (MSDS) that the Occupational Safety and Health Administration (OSHA) now requires all manufacturers to have for every product. Write to manufacturers requesting the MSDS for specific products that are used in your school.

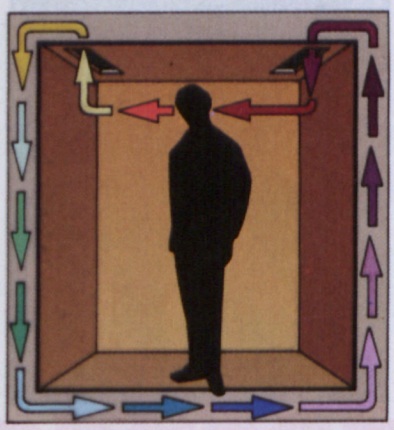
In many instances, a safer product can be substituted for one containing dangerous ingredients. For those toxic materials that must remain, follow the safety precautions on the MSDS, taking particular care that there's adequate ventilation of dangerous fumes and dusts. All exposed employees and students should be aware of any hazards.

RESOURCES

Center for Occupational Hazards. Publishes a wide range of inexpensive materials on school hazards. Will also refer you to other sources. To obtain a publications list or to request specific information, send self-addressed, stamped business envelope to 5 Beekman St., New York, NY 10038.

Labor Occupational Health Program (LOHP). Has written materials and films on job hazards available at reasonable cost. Also answers specific requests for information. To request a catalog or specific information write to LOHP, 2521 Channing Way, Berkeley, CA 94720, or call (415) 642-5507.

HEALTH & SAFETY



CLOSED ENVIRONMENTS

THE HAZARDS

Energy-efficient buildings save on fuel costs. They also pose a new set of environmental hazards from indoor air pollution. These buildings, known as closed environments, have central ventilation systems that recirculate the air—often with little venting or fresh air intake.

The list of hazardous substances that can be present in closed environment buildings is long. Among the most common are asbestos, used as insulation in ducts, pipes, and building materials; formaldehyde, found in foam insulation as well as a wide range of synthetic products including carpets, curtains, particle board, and plywood; radon gas, naturally emitted from soil, water, concrete, and stone; and carbon monoxide and nitrogen dioxide, emitted by kerosene heaters and gas heaters, furnaces, and appliances.

The danger in closed environments is the continual recirculation of contaminated air throughout the building. Fumes from a toxic material in a classroom—from the duplicating machine in the school office or teachers lounge—can be circulated to other areas of the school.

THE SYMPTOMS

Indoor air pollution can cause a wide range of health problems, including headaches, dizziness, nausea, fatigue, changes in behavior, respiratory problems, and flu-like illnesses.

A word of warning: these symptoms can also be caused by colds, hay fever, or food allergies.

WHAT YOU CAN DO

Tracking down a suspected indoor air pollution problem is not a simple task. The possible contaminants are many—and often investigation and air quality testing by an outside expert are necessary before the source of the problem can be found.

But there are some preliminary questions school employees can ask. Are a number of employees and students experiencing similar health symptoms? Do the symptoms seem to occur in specific areas or throughout the school? Do they lessen when the affected persons are not in school? Are there any unusual odors? Does the air smell musty or stale? Are office and duplicating machines vented to the outside? Do art, science, and vocational education rooms where toxic materials may be used have adequate ventilation to the outside?

RESOURCES

Local, county, and state health departments. Health departments have information on indoor air contamination, and many do free air quality testing.

National Institute for Occupational Safety and Health (NIOSH). NIOSH answers phone inquiries—and will do free air testing if requested by a school board or administration. Call (202) 472-7134.

Ventilation: A Practical Guide. A 128-page book that explains ventilation systems in nontechnical terms. $7.50, plus $2 postage and handling. Center for Occupational Hazards, 5 Beekman St., New York, NY 10038. The Center staff has extensive knowledge of school hazards and will answer specific questions if you send a stamped, self-addressed envelope.

Indoor Air Pollution: Health and Safety Information Packet. A collection of articles providing background information and specific examples of indoor pollution problems. $5. Labor Occupational Health Program, University of California, 2521 Channing Way, Berkeley, CA 94720. Make check out to Regents of U.C.

HEALTH & SAFETY

SOLVENTS

THE HAZARDS

Solvents are substances that dissolve other things. Soap and water is the most common solvent. But more powerful solvents are needed for materials like grease, oil, and paint. Many of these strong solvents—known as organic solvents—are highly toxic.

Organic solvents are regularly used in most schools. Many cleaning products, especially those used to remove oil or paint or as degreasers, contain hazardous solvents. Most duplicating fluids contain methanol (also known as methyl alcohol, wood alcohol, or wood spirit), a powerful and dangerous solvent. Many rubber cements contain benzene, an extremely toxic solvent.

Some solvents are highly flammable. Many vaporize easily and thus can be inhaled, enter the bloodstream, and damage other parts of the body. Solvents can cause severe skin problems. The very fact that they are solvents means that they dissolve fats and oils—including those in the skin.

THE SYMPTOMS

Exposure to organic solvents occurs in two ways: skin contact and inhaling the vapors. Contact can result in dermatitis—painful dry, scaly, cracking and reddening of the skin.

Breathing solvent vapors causes dizziness, headaches, giddiness, confusion, and nausea. If exposure to high concentrations continues, unconsciousness, convulsions, and even death can result. In addition, even low-level exposure to certain organic solvents over long periods can cause cancer as well as damage to the liver, kidneys, or blood.

WHAT YOU CAN DO

Many materials containing toxic solvents can be replaced by other, less dangerous products. Check the labels and Material Safety Data Sheets (MSDS) for all cleaning materials, duplicating fluids, rubber cements and other art, science, and vocational education supplies used in your school.

Among the most dangerous organic solvents are benzene, chloroform, carbon tetrachloride, and trichloroethylene. Substitutes should be found for substances containing these chemicals.

When products containing hazardous solvents are used, health and safety precautions should be followed. Protective gloves and clothing should be worn to avoid skin contact.

Duplicating machine rooms, classrooms, workshops, and other areas where products containing organic solvents are used should be well ventilated to prevent inhalation of their vapors.

RESOURCES

Working for Your Life: A Woman's Guide to Job Health Hazards. A manual that includes chapters on solvents and other toxic substances, as well as background information on how these hazards affect the human body and suggestions on how to survey your workplace. $12. Labor Occupational Health Program, (LOHP) University of California, 2521 Channing Way, Berkeley, CA 94720. Make check payable to Regents of U.C. LOHP will also respond to specific questions.

Material Safety Data Sheets (MSDS). Write to the manufacturers of products for the MSDS required by OSHA. These sheets list hazardous ingredients—including organic solvents—their health hazards, and precautions to be followed.

Center for Occupational Hazards. The center staff will respond to specific requests for information on solvents. Send self-addressed, stamped business envelope to 5 Beekman St., New York, NY 10038.

She's Getting Ready for the Most Important Test of Her Life.

BRUCE PLOTKIN

Every child of a Huntington's Disease victim grows up living in the shadow of a genetic time bomb. They spend their lives wondering if they've inherited a disease that destroys the mind, body, and finally, life itself. And because this is a hereditary disease, wondering if they'll pass the same fate on to their children.

But now there's hope. Real hope. Because now scientists have discovered a genetic "marker" and are refining a test that will determine who has the Huntington's gene—and who doesn't. And for thousands of children, that can mean the difference between a life lived in doubt and a life lived.

Your contributions helped us find the marker, now they can help us find a cure. Please give generously to the National Huntington's Disease Association.

Let ours be the generation that wipes out Huntington's . . . forever.

NATIONAL HUNTINGTON'S DISEASE ASSOCIATION

National Huntington's Disease Association 1182 Broadway, Ste. 402, NY, NY 10001

THIS SPACE CONTRIBUTED BY THE PUBLISHER

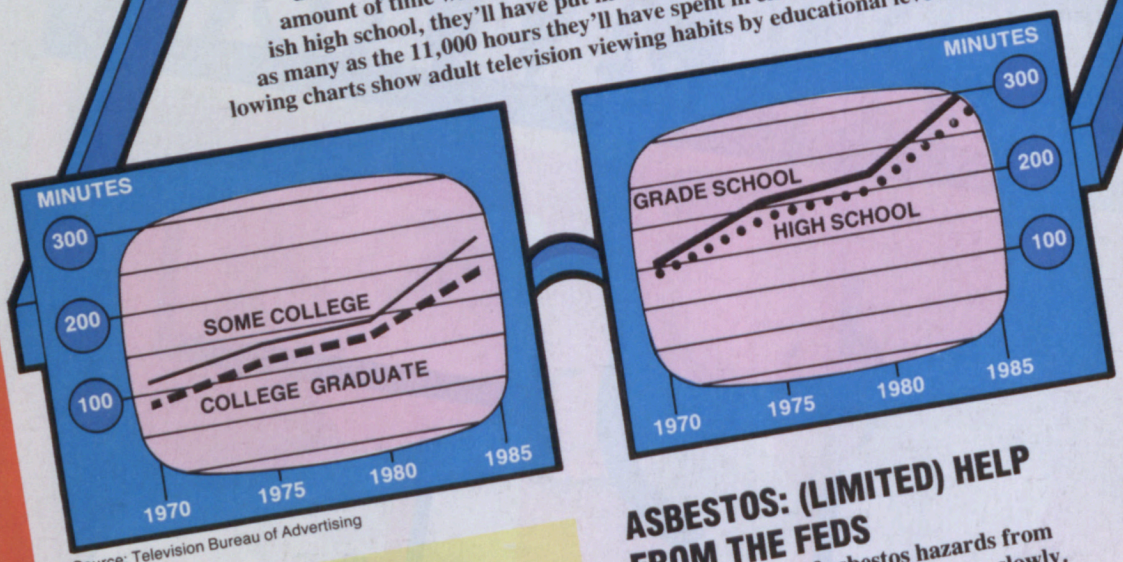
EDUCATION

85

THE YEAR IN REVIEW

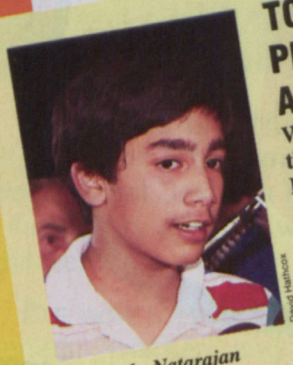
THE TUBE: A NATIONAL ADDICTION

The average adult American spends almost four and a half hours each day watching television—an increase of 81 percent in the past 15 years. And future generations are well on the way to developing a tube addiction. Today's children spend about the same amount of time watching television as adults. By the time they finish high school, they'll have put in 22,000 hours before the tube—twice as many as the 11,000 hours they'll have spent in classrooms. The following charts show adult television viewing habits by educational level.



Source: Television Bureau of Advertising

TOP SPELLER: PRAYER, GUESS... AND PRACTICE



David Hathcox

Balu Natarajan

What does it take to win the National Spelling Bee? Balu Natarajan—this year's 13-year-old winner from Bolingbrook, Illinois—says he prays for easy words and guesses at the hard ones. He considers his winning word in this year's contest—*milieu*—one of the easy ones.

Balu, whose parents came to this country from India 15 years ago, speaks Tamil at home.

Prayer and guessing may have helped, but practice had a lot to do with Balu's victory. His father drilled him on English spelling daily.

"I worked hard for this," Balu said after beating 167 other contestants.

Just before winning with *milieu*, Balu spelled *farrago* (a jumble) correctly after his last opponent misspelled it.

This was Balu's third try for the spelling title. He finished 45th last year and 56th in 1983.

About nine million students—ages 9 to 15—competed in the 58th annual spelling bee; 168 advanced to the finals in Washington, D.C.

ASBESTOS: (LIMITED) HELP FROM THE FEDS

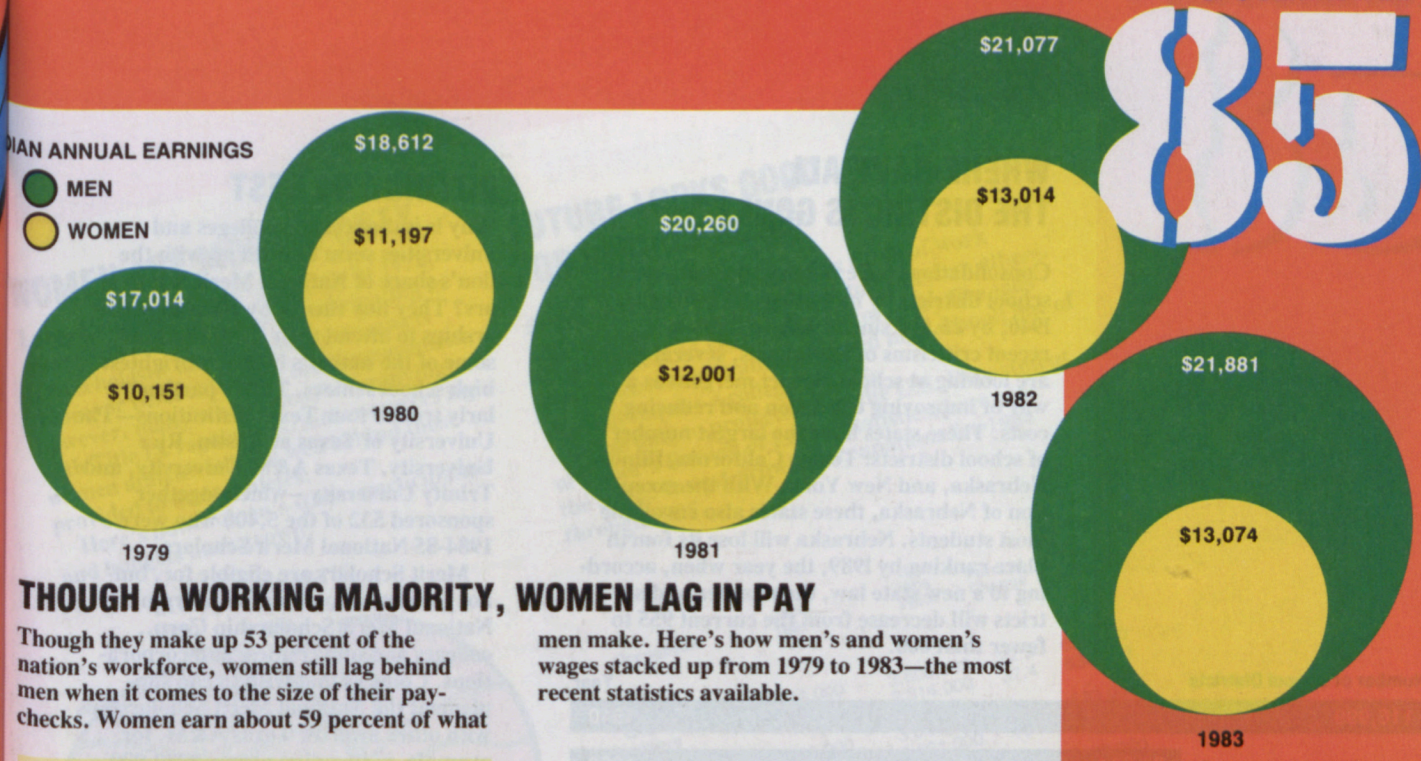
The elimination of asbestos hazards from the nation's schools is proceeding—slowly. In June, the Environmental Protection Agency (EPA) announced grants and interest-free loans totalling $45 million to eliminate asbestos hazards in 341 schools.

That $45 million only addresses a small fraction of the need. In all, 4,800 schools have sought $530 million in federal funds for 8,300 different asbestos abatement projects.

Following are the 15 states and the number of schools in each which EPA judged to be most in need of asbestos abatement funds and the amount of money awarded.

State	Number of Schools	Funds Awarded
Ohio	33	$8,251,716
Texas	20	5,133,312
Pennsylvania	22	4,042,134
Louisiana	2	2,294,573
New Jersey	15	2,205,792
Kentucky	20	1,585,150
Nevada	2	1,563,293
Maryland	9	1,549,252
New York	8	1,476,074
North Carolina	1	1,350,000
Illinois	3	1,261,786
Tennessee	5	1,075,389
Michigan	3	816,325
Alaska	1	750,000
Colorado	2	701,703

Source: EPA



THOUGH A WORKING MAJORITY, WOMEN LAG IN PAY

Though they make up 53 percent of the nation's workforce, women still lag behind men when it comes to the size of their paychecks. Women earn about 59 percent of what men make. Here's how men's and women's wages stacked up from 1979 to 1983—the most recent statistics available.

Source: Bureau of Labor Statistics

FBI'S MISSING KIDS TOP 28,000

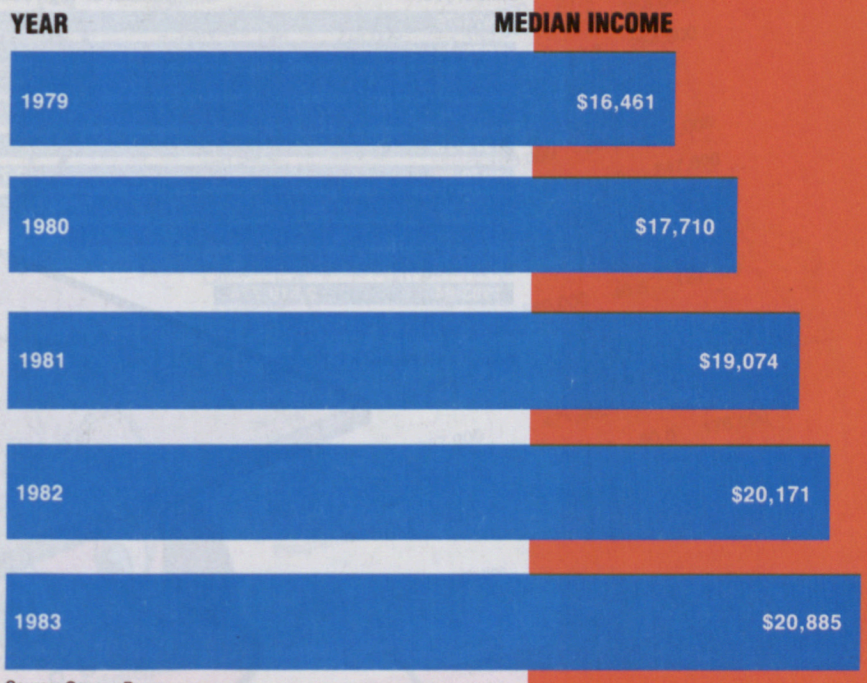
As of March 1 of this year, the FBI lists more than 28,000 juveniles—up to age 18 in some states—as missing. This figure includes runaways and cases where the reason for the disappearance is unknown. Below: a state-by-state listing.

Alabama	144	Nebraska	93
Alaska	169	Nevada	135
Arizona	1,019	New Hampshire	26
Arkansas	34	New Jersey	1,433
California	2,540	New Mexico	63
Colorado	1,084	New York	1,514
Connecticut	231	North Carolina	84
Delaware	44	North Dakota	5
Dist. of Columbia	7	Ohio	905
Florida	3,023	Oklahoma	184
Georgia	178	Oregon	1,208
Hawaii	2	Pennsylvania	957
Idaho	20	Puerto Rico	42
Illinois	1,192	Rhode Island	289
Indiana	623	South Carolina	115
Iowa	161	South Dakota	34
Kansas	111	Tennessee	188
Kentucky	220	Texas	3,046
Louisiana	136	Utah	63
Maine	14	Vermont	5
Maryland	865	Virginia	531
Massachusetts	1,667	Washington	1,279
Michigan	1,169	West Virginia	24
Minnesota	432	Wisconsin	461
Mississippi	56	Wyoming	22
Missouri	450		
Montana	6	TOTAL	28,303

Source: Federal Bureau of Investigation

EARNINGS ON THE RISE

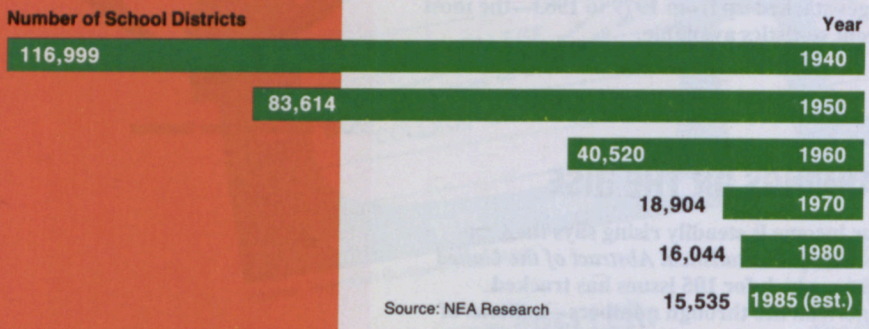
Our income is steadily rising says the Census Bureau's *Statistical Abstract of the United States*, which for 105 issues has tracked American life through numbers—millions of them. Below: the median incomes of Americans from 1979 through 1983, the latest year for which these statistics are available.



Source: Census Bureau

WHERE HAVE ALL THE DISTRICTS GONE?

Consolidations have reduced the number of school districts by more than 100,000 since 1940, by 25,000 since 1960. In light of recent criticisms of the schools, several states are looking at school district mergers as a way of improving education and reducing costs. These states have the largest number of school districts: Texas, California, Illinois, Nebraska, and New York. With the exception of Nebraska, these states also enroll the most students. Nebraska will lose its fourth place ranking by 1989, the year when, according to a new state law, the number of districts will decrease from the current 955 to fewer than 400.



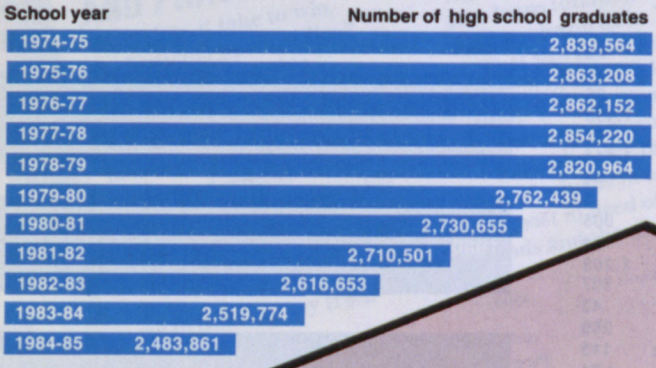
Source: NEA Research

BUYING THE BEST

Why is it that certain colleges and universities seem to wind up with the lion's share of National Merit Scholars? They buy them—by offering scholarships to attend their institutions to some of the nation's best and brightest high school seniors. That's particularly true of four Texas institutions—The University of Texas at Austin, Rice University, Texas A&M University, and Trinity University—which together sponsored 532 of the 5,400 who were 1984-85 National Merit Scholars.

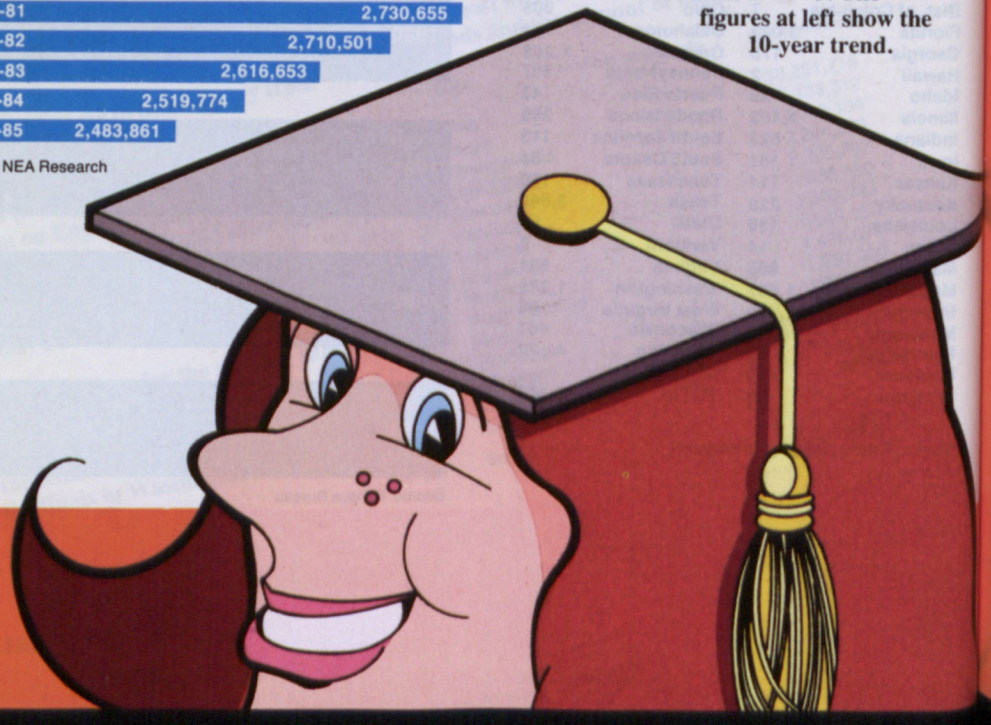
Merit Scholars are eligible for, but not guaranteed, scholarships from the National Merit Scholarship Corp., colleges and universities, and corporations. Colleges that wish to can supplement the National Merit Scholarships with other awards. Texas A&M, for example, is spending nearly $230,000 this year on Merit Scholarships. Still, the schools with the most 84-85 Merit Scholars are Harvard University and Radcliffe College, which together lured 323 scholars their way without themselves sponsoring any National Merit Scholarships.

ABOUT THE CLASS OF '85



Source: NEA Research

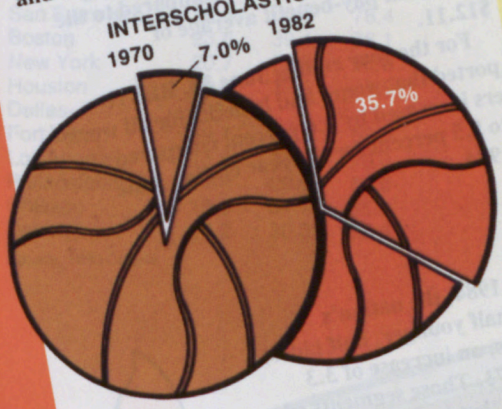
An estimated 2,483,861 high school pupils will graduate in 1984-85. This is a 1.4 percent decrease from the estimated number of graduates in 1983-84, a 12.5 percent decrease from 1974-75. The figures at left show the 10-year trend.

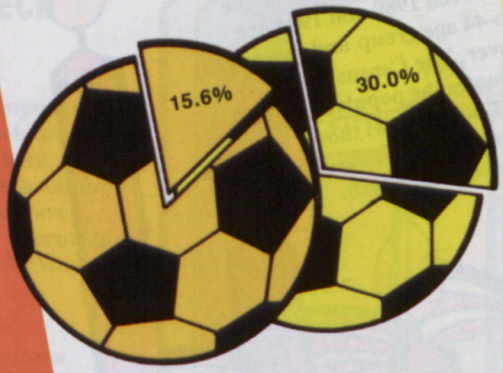


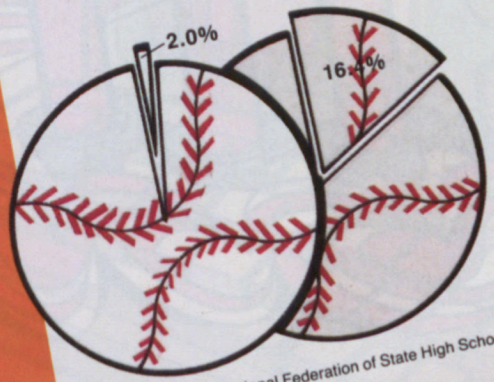
WOMEN ARE MORE SPORTY

Largely due to Title IX's passage in 1972, more girls and women are participating in interscholastic and intercollegiate sports than ever before. Despite this improvement, however, many schools aren't complying with Title IX regulations, and resources for women athletes still lag well behind those provided to male athletes.

Here's how women's sports participation and budgets have grown.







Sources: NCAA, National Federation of State High Schools Association

FUTURE LOOKS GOOD FOR SERVICE JOBS

Over the next ten years, certain fields of work will offer many more job opportunities than others. Over the next 15 years, four out of every five jobs will require some training beyond high school; one of five will require a college degree.

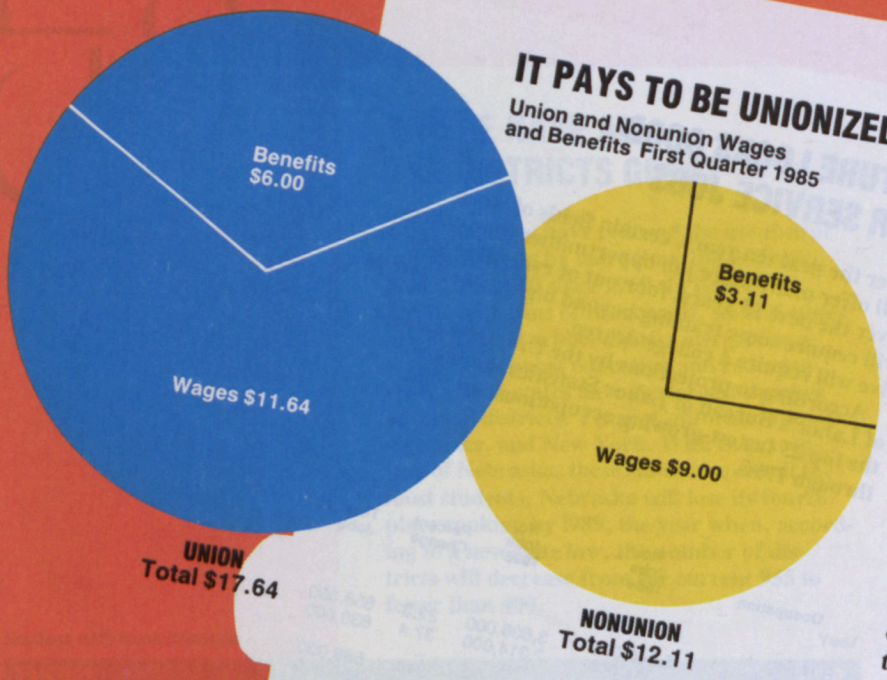
According to projections by the U.S. Department of Labor's Bureau of Labor Statistics, here are the top 25 fastest-growing occupations for 1984 through 1995.

Occupation	No. Jobs 1984	No. Jobs 1995	Percent Change	Change in Total Jobs
Building Custodians	2,948,000	3,606,000	22.3	658,000
Cashiers	1,684,000	2,314,000	37.4	630,000
General Clerks, office	2,455,000	3,044,000	24.0	589,000
Salesclerks	3,021,000	3,601,000	19.2	580,000
Nurses, registered	1,411,000	1,954,000	38.5	543,000
Secretaries	2,552,000	3,161,000	23.9	509,000
Truck Drivers	2,491,000	2,980,000	19.6	489,000
Waiters and Waitresses	1,751,000	2,227,000	27.2	476,000
Teachers, kindergarten	1,445,000	1,877,000	29.9	432,000
Nursing Aides and Orderlies	1,283,000	1,642,000	28.0	359,000
Sales Representatives, Technical	1,380,000	1,707,000	23.7	327,000
Accountants and Auditors	909,000	1,200,000	32.0	291,000
Automotive Mechanics	894,000	11,168,000	30.6	274,000
Supervisors of blue collar workers	1,249,000	1,519,000	21.6	270,000
Kitchen Helpers	897,000	1,155,000	28.8	258,000
Guards and Doorkeepers	681,000	935,000	37.3	254,000
Food Preparation and Service Workers, fast-food restaurants	855,000	1,106,000	29.3	251,000
Managers, store	1,015,000	1,262,000	24.3	247,000
Office Machine Operators	976,000	1,196,000	22.5	220,000
Carpenters	901,000	1,110,000	23.2	209,000
Electrical and Electronic Technicians	402,000	589,000	46.5	187,000
Licensed Practical Nurses	628,000	814,000	29.6	186,000
Computer Systems Analysts	287,000	471,000	64.1	184,000
Electrical Engineers	352,000	528,000	50.0	176,000
Computer Programmers	298,000	471,000	58.1	173,000

Source: Bureau of Labor Statistics

IT PAYS TO BE UNIONIZED

Union and Nonunion Wages and Benefits First Quarter 1985



Union workers make over $5.50 more in wages and benefits than non-union workers according to a new study of data supplied by the U.S. Bureau of Labor Statistics (BLS).

Comparing wages at the end of the first quarter of this year, union workers averaged $11.64 an hour versus $9 an hour for non-union laborers. Unionized workers also averaged a little less than $3 more an hour in benefits ($6.00 vs. $3.11), bringing the total union wage-benefit package to $17.64 compared to the non-union pay-benefit average of $12.11.

For the year ending June 30, BLS reported that wages and benefits for all workers increased by 4.6 percent compared to 5.5 percent for the year ending June 1984.

U.S. MEDIAN AGE NOW AT 31.2 YEARS

As of July 1, 1984, the nation's median age (half younger, half older) was 31.2 years, an increase of 3.3 years since 1971. Those segments of the population that have grown the fastest between 1980 and 1984 are the 35-to-44 age group and those aged 85 and over. The Census Bureau estimates the population at 236,681,000. Below: those age groups whose numbers have increased since 1980.

BIG CITY PEOPLE: BIG ON EDUCATION

Of the nation's ten largest metropolitan areas, Washington, D.C., ranks highest in the percentages of adults 25 years and older who are college graduates, those with some college, and those with high school diplomas.

	College Graduates	Adults with Some College	High School Graduates
Washington, D.C.	32.5%	50.6%	79.9%
San Francisco	26.5	49.0	78.4
Boston	23.6	39.1	76.1
New York	20.7	33.9	63.6
Houston	20.5	38.9	68.5
Dallas-Fort Worth	19.1	38.4	68.9
Los Angeles	18.9	41.0	70.6
Philadelphia	17.4	29.6	65.6
Chicago	15.9	31.7	65.0
Detroit	14.2	30.0	66.6

Source: 1980 Census

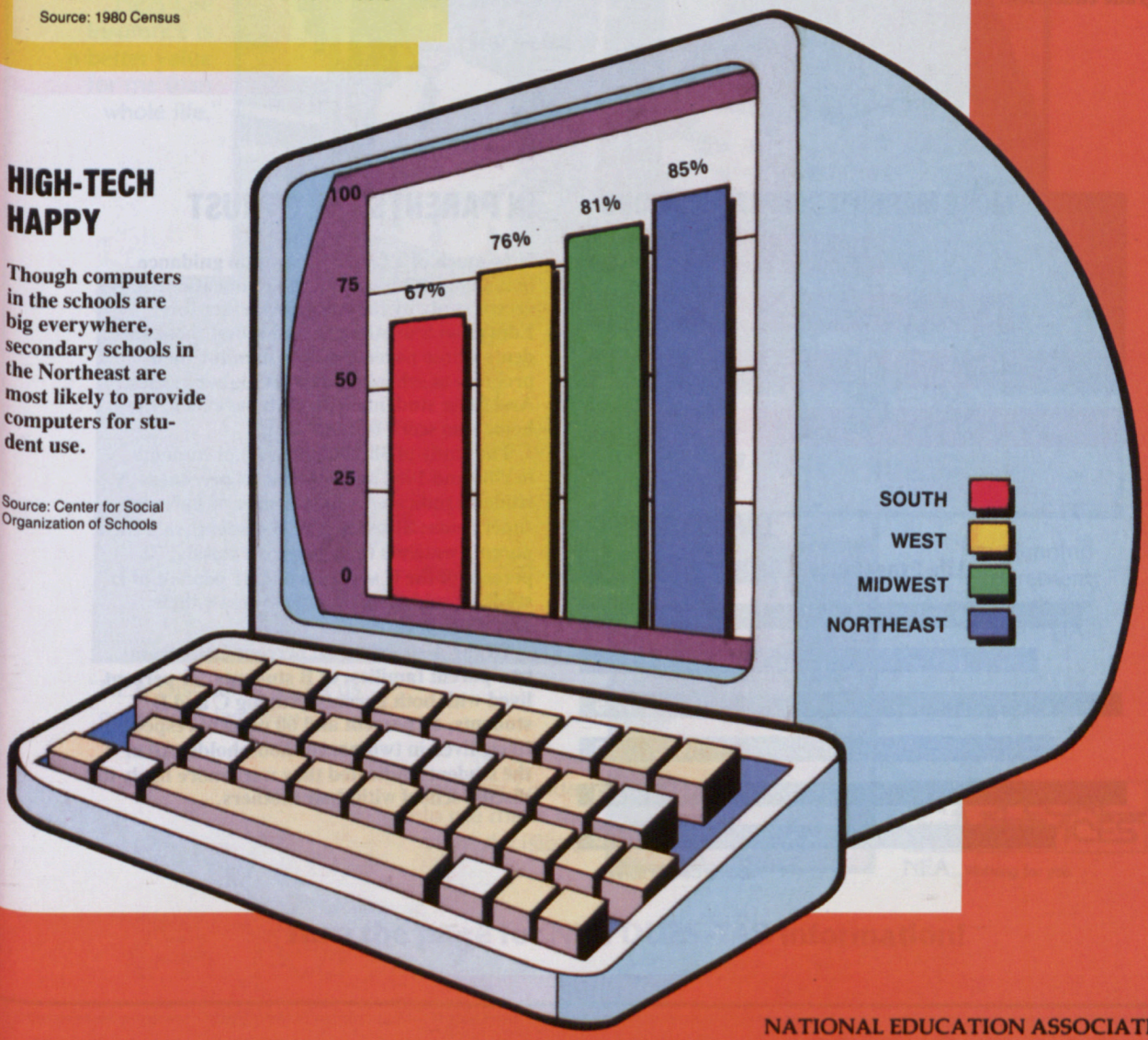
GAINERS, LOSERS

Oklahoma, Georgia, Florida, California, and Texas registered the greatest gains in population from 1980 to 1985, according to a survey by Dun & Bradstreet and the Census Bureau. Texas led all states with more than 2.1 million more people now than in 1980. The largest regional increase in population occurred in the West South Central region, which includes Arkansas, Louisiana, Oklahoma and Texas. The only region showing a loss of population was the East North Central, which includes Illinois, Michigan, Ohio, and Wisconsin.

HIGH-TECH HAPPY

Though computers in the schools are big everywhere, secondary schools in the Northeast are most likely to provide computers for student use.

Source: Center for Social Organization of Schools



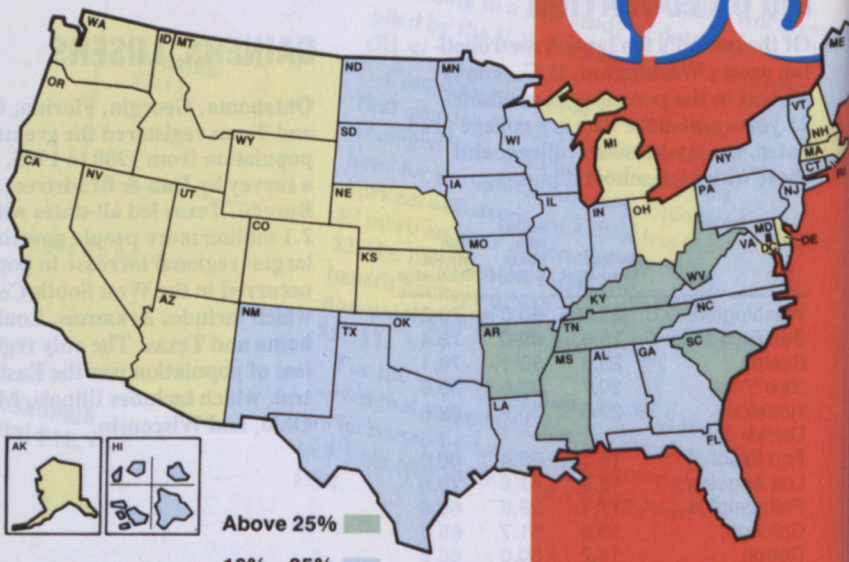
ADULT ILLITERACY: AN UNFINISHED BATTLE

Twenty-seven million adult Americans are functionally illiterate. They cannot read directions on medicine bottles or bills they receive in the mail. They cannot fill out a job application.

In a new push to eradicate illiteracy, about 4 million adults are now learning to read with the help of community literacy councils, Adult Basic Education classes, church volunteers, and business groups.

But 23 million are still no closer to being able to decipher a street sign or newspaper headline. Their lives are filled with ingenious ploys designed to hide the fact they cannot read and help them cope with new situations.

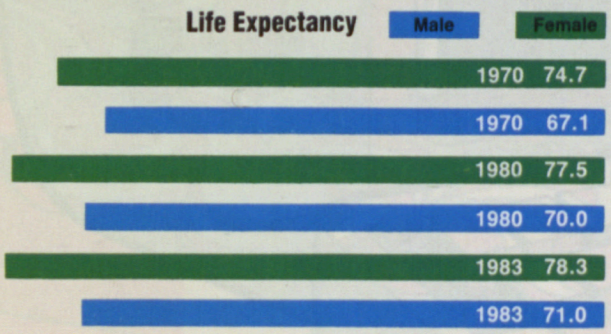
The accompanying map gives a state-by-state breakdown of the percentage of persons over 25 years of age who have no more than an eighth grade education.



Source: 1980 Census

MORE MARRIED COUPLES WORKING

LIVING LONGER



Source: Census Bureau

IN PARENTS THEY TRUST

How much of a factor is parental guidance in helping children with their education? A recent study by the National Center for Education Statistics concludes that those students whose parents closely monitor their progress at school tend to get higher grades. And those students with both parents in the home also score better.

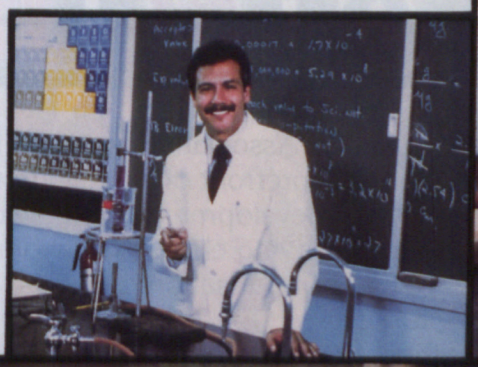
The study of 58,000 high school students in 1980 and 1982 showed that 88 percent of A students indicated a high degree of parental supervision; 81 percent of B students said their parents watched their progress closely; 72 percent of the C students and 61 percent of D students said their parents oversaw their scholastic progress.

Of the A students, 80 percent came from two-parent families; of B students, 71 percent lived with both parents. Among C and D students, 64 percent and 60 percent respectively lived in two-parent households. All of the students indicated they were more likely to discuss school with their mothers.

Your investment in membership can save you money.

"This past summer the NEA Travel Program was my ticket to adventure."

"NEA Life Insurance is a better value for me than whole life."



"I'm planning my retirement *now*, with the UTP/TDA."

"NEA Discounts saved us over $250 last year!"

"NEA's free Consumer Guides help me make the right decisions."

UNIFIED SPECIAL SERVICES

NEA...Working for you

Turn the page for NEA DUES-TAB information!

Special Services.

Meeting the needs of Educational Support members.

Membership in the National Education Association is a wise investment. That's because the NEA is at the forefront of protecting members' rights and working to further their development in the field of education. The NEA is your advocate, striving closely with your state and local associations to obtain better compensation, benefits, and school conditions.

But perhaps you didn't realize just how much the NEA offers to you outside of school. This Special Services section tells you how we can help you in other roles you play...as a traveller eager to enjoy a well-deserved vacation...as a parent and spouse concerned about protecting your family's financial security with life insurance and other protection plans...as a shopper searching for top quality merchandise and services at the best possible prices...as a careful planner who wants to enjoy retirement with financial security and a comfortable life-style...as a consumer in search of reliable, unbiased information on matters ranging from insurance to travelling tips to tax-deferred annuities. In all of these roles, you can rely on Special Services to help you make your life more secure, rewarding and profitable.

The following pages will show you how much you can save by taking advantage of this important benefit of NEA membership. But even beyond savings, you'll find that effective use of Special Services can offer you greater control over your life to do the things you want to do. Over 750,000 Association members took advantage of Special Services' programs in 1984. Find out why you should join them this year.

UNIFIED SPECIAL SERVICES

NEA...Working for you

NEA DUES-TAB No-Cost Insurance is here!

NEA Special Services, on behalf of the NEA Members Insurance Trust, is pleased to introduce *DUES-TAB life and accidental death or dismemberment insurance coverage.* This valuable protection started in September 1985 and is available to all Active, Educational Support and Life members who are actively employed in the field of education. NEA DUES-TAB is in addition to any other insurance plans you may already have.

DUES-TAB provides four important member benefits:

- It pays $25,000 for accidental death or dismemberment that occurs while on the job.
- It pays $25,000 for accidental death or dismemberment that occurs while serving as an Association leader.
- Depending on the length of time you have been a continuous member, it could initially pay as much as the equivalent of the past five years' NEA dues for death due to natural causes. Provided your membership is maintained, this basic death benefit will eventually grow to a maximum of $1,000.
- In case of accidental death or dismemberment that occurs while not on the job or serving as an Association leader, it pays five times the basic death benefit. This amount will eventually grow to a maximum of $5,000.

We sent each eligible member a personalized DUES-TAB mailing in October that included a certification form along with valuable information. If you haven't sent in your certification form yet, please mail it today to start your coverage. If you lost or never received your DUES-TAB package, simply send your name, address, member classification (Educational Support), Social Security number and signature to:

NEA Special Services
51 Monroe Street, Suite 200
Rockville, Maryland 20850

As long as you are an eligible member, your coverage will begin immediately. Your official certificate of insurance will be issued in a spring edition of *NEA Today*.

DUES-TAB...a unique concept in member protection.

This is to certify that
J.Q. Member
an eligible member in good standing of the National Education Association, having completed and forwarded the required certification, is presently covered under the DUES-TAB Insurance Program. This coverage, as defined, will be provided at no cost and is in effect as long as eligible NEA membership is retained.
Provided by the
NEA Members Insurance Trust

NEA DUES TAB

nea MEMBERS INSURANCE TRUST

UNIFIED SPECIAL SERVICES

NEA...Working for you

Your family's security begins with Insurance Protection.

NEA Special Services has worked with some of the nation's most respected insurance companies to develop insurance plans that offer valuable protection for almost any unforeseen occurrence. And, just as important, coverage in all our plans is offered at a surprisingly low cost to members.

We all hope that misfortune doesn't strike. But it obviously makes sense to prepare for the unexpected—for our own security...and the security of those we love. For more information about any of our insurance plans, please see the member's service card at the end of this Special Services section.

NEA Life Insurance is for members only.

Because NEA Life Insurance is available only to members, it is offered at attractive group rates. Here's a quick look at some of the features which make NEA Life Insurance so valuable:

- **Coverage.** With schedules ranging from $10,000 to $200,000, every member can choose the coverage he or she needs.
- **Flexibility.** NEA members can also add affordable coverage for their spouses and dependent children.
- **Easy to Enroll.** No medical exam is required to enroll.
- **Convenience.** You can take advantage of our Automatic Monthly Contribution Option to spread out contributions over the course of a whole year.
- **Value.** Comparable policies that are open to the public can cost more than twice as much as NEA Group Life.

Compare NEA Life Insurance with other plans you've been considering or already participate in. We think you'll find that your Association plan offers the best coverage at the most reasonable price.

You can't prevent accidents from happening; but you can be prepared for their financial consequences.

Accidents happen. That's why we have to be prepared for the financial consequences a serious accident can cause. The NEA Accidental Death and Dismemberment (AD&D) Insurance Plan can help you do just that.

You can select up to $200,000 of insurance for covered accidents while a passenger on a public conveyance, and up to $100,000 for any other covered accident. It's easy to enroll yourself and your family. And don't forget, your coverage is in force 24 hours a day, seven days a week.

In addition, there are special "Members Only" features that make NEA AD&D even more valuable. So get more information today, because an accident could strike tomorrow.

NEA DUES-TAB

Your Association is constantly at work researching the needs of members. This research led to the development of DUES-TAB No-Cost Insurance. DUES-TAB is insurance protection provided at no cost by the NEA Members Insurance Trust.

NEA DUES-TAB is a good base upon which to build your family's financial plan. The life insurance coverage grows every year that you remain a continuous member up to a maximum of $1,000, and DUES-TAB offers $25,000 coverage for accidental death or dismemberment while on the job. All Educational Support members were sent a DUES-TAB mailing in October. Be sure to send in your certification form if you haven't done so already.

For more information, please see the DUES-TAB article earlier in this Special Services section.

Protect your assets 24 hours a day with NEA's Homeowners Insurance Program.

A quick question: What's your most valuable material asset? If you're like most people, the answer is obvious. Your home. Unfortunately, your home and all your other belongings are vulnerable to a variety of perils including fire and theft.

Now you can protect your valuable assets with NEA's Homeowners Insurance Program.* Working with the Horace Mann Insurance Company, we've developed extensive coverage that protects your home against almost any imaginable peril.

NEA's Homeowners Insurance Program covers your belongings, whether you are at home, at school, or on vacation. In fact, your belongings are protected even if they're stolen from your unlocked car!

We also offer special features like a merit-reducing deductible, a survivor's waiver of premium, optional mortgage disaster endorsement, and a special inflation guard feature. Once you get all the facts, you'll see why thousands of members have switched to NEA's Homeowners Insurance Program.

NEA MemberCare: helping you pay the high cost of medical treatment.

Medical costs are rising all the time. Today, more than ever, it's vitally important to have "complete" insurance protection to cover expensive health care bills, as well as many of the hidden costs of being hospitalized. Without adequate insurance, you might find that you have gaps in your coverage that could seriously deplete your family's financial resources. This is where Special Services' unique MemberCare Program* can help you.

Underwritten by LINA and MONY, our plans have been developed after careful analysis of the health insurance needs of members. Our In-Hospital Plan will help you meet the hidden costs of being hospitalized; In-Hospital Plan (Option I) will double benefits for cancer or intensive care; Supplemental Major Medical Plan helps pay your 20% co-insurance payment; and Excess Major Medical can protect you in the event of an extended illness. In addition, for members over the age of 65, we have a Medicare Supplement Plan to help with your special needs.

*Check availability with your state association.

We all know the feeling when we're shopping and come across a real bargain. Unfortunately, it doesn't happen all that often, because a true bargain means more than just a good price; it means quality too. At Special Services we're always seeking out such values. And by using the bargaining power of the Association we're able to pass them along to members at remarkable savings.

Vitamins for less.

Millions of Americans rely on vitamins to enhance their health and well-being. But the price for such benefits can add up quickly, a few dollars at a time. What can you do?

Try buying your vitamins through the Unified Vitamin Program. We offer a wide variety of professional quality vitamins and minerals at prices up to 50% off name brands!

All you have to do is read through our free catalog, decide which vitamins you want, and call our toll-free number to place your order. Your request will be processed quickly and mailed right to your door.

In addition to a complete assortment of vitamins and minerals, the Unified Vitamin Program also offers a unique selection of health and beauty aids at great reductions in price. So stop paying more than you have to. Start using the Unified Vitamin Program today.

Books for less.

The prices of hardcover books can make even the most avid reader think twice before making a purchase. Fortunately, there's a way you can enjoy the pleasures of reading today's best sellers without the high cost: the NEA/Literary Guild Book Club.

When you join you can choose any five books from our catalog for the amazingly low price of only 49¢ each, plus shipping and handling. After that, your only obligation is to buy one more book at regular low Club prices.

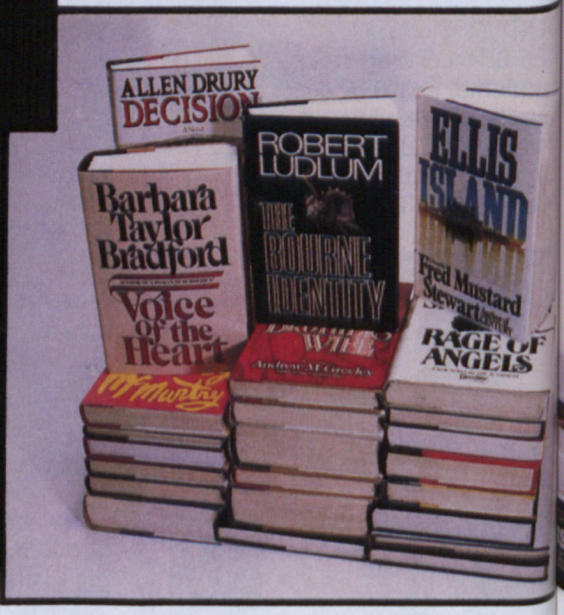
But that's not all. You also get a free NEA/Literary Guild tote bag, special NEA $5 discount certificates and exciting best sellers at the lowest prices around. Stock up your personal library today with the NEA/Literary Guild, and beat the high cost of reading.

"Preferred" credit cards for less.

Now, through Special Services' Unified Credit Card Program,* you can get MasterCard and Visa at a specially reduced annual fee—one third off the regular price! These convenient credit cards are honored at over 3,500,000 establishments worldwide, and offer unparalleled convenience and flexibility.

What's more, each credit card proudly displays your membership in the Association, and entitles you to

*Check availability with your state association.



NEA Discount Programs can save you time an

many "preferred" benefits that regular MasterCard and Visa don't offer:

- Up to $2,000 initial credit line;
- An additional MasterCard or Visa at no additional cost;
- A 5% finance charge rebate every year;
- No liability for lost or stolen cards;
- MasterCheck cash advances;
- Up to $300,000 travel insurance;
- Lost card registration service;
- Lost luggage insurance;
- Emergency travel service;
- Rental car deductible coverage;
- Toll-free service, travellers' message service, and much, much more!

Use the member's service card at the end of this section to send for more information and an enrollment form. Once you start using your Unified Credit Cards, you'll wonder how you managed without them.

Car rentals for less.

When you need to rent a car, you look for two things: a reputation for reliability, and a good price. With NEA/Hertz Car Rental Program, you get both!

First, as an NEA member you are entitled to a special NEA/Hertz discount card for savings every time you rent.

And second, you'll be renting from Hertz, America's leader in locations, service and reliability. All you have to do is use the member's service card at the end of this section to get your free NEA/Hertz discount card. Then, before you rent, call the 800 number on your card to arrange for the lowest rate possible. The next time you rent, rent with NEA/Hertz and drive a great bargain.

Prescriptions for less.

It can be difficult enough coping with an illness or ailment without the added worry of high-priced prescriptions. Now, by using the NEA Prescription Service, you can receive the medications you need at significant savings. Here are answers to some commonly asked questions about the service:

- **How do I participate?** All you need is our free catalog to order medications from our extensive list of prescription items.
- **Can I get the items I need?** The NEA Prescription Service offers more than 6,500 prescription and 7,000 over-the-counter items. If your items aren't listed in our catalog, simply write for a free price quote.
- **Who fills my order?** Your order is processed by America's Pharmacy, Inc., the most technically advanced pharmacy in the country.
- **How can I save even more?** For even greater savings, ask your doctor to allow for a generic substitution wherever applicable. Generic medicines are identical to name brands and can save you up to an additional 50%.

Don't forget about state and local discounts!

In addition to these special discount programs, you may be able to find even more savings right in your own hometown.

Many state and local associations provide special member discounts on a variety of products ranging from furniture to eyeglasses to tires to special insurance plans. Be sure to check with your state and local associations before you buy.

noney.

The NEA Travel Program is your ticket to adventure.

There are few pleasures in life more enjoyable than a well-deserved vacation. Whether you prefer the sun and sand of the Bahamas...the ancient treasures of China...the history of Israel...or the grandeur of Europe...a vacation can be a priceless experience that you'll remember for years to come.

Unfortunately, many of us also may remember the hassles of making airline or hotel reservations, the unpleasant surprises of a poorly organized tour, or an expensive bill that can diminish the pleasure of a trip.

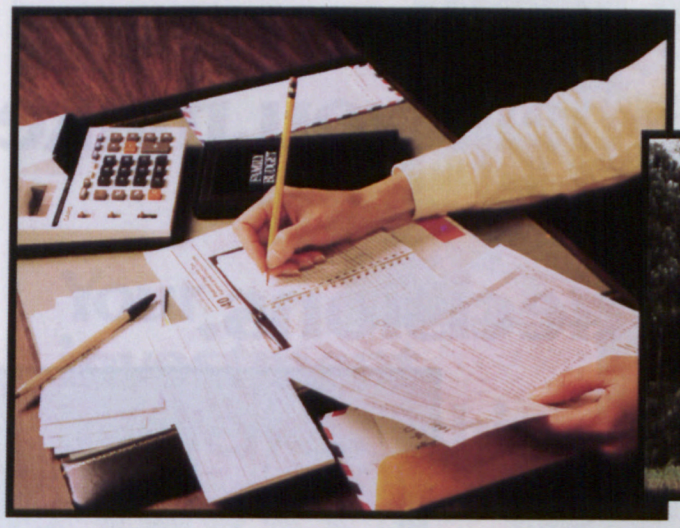
Thanks to the NEA Travel Program, it doesn't have to be that way. We offer a variety of complete tour packages, including many reasonably priced tours that can really help stretch your vacation dollars. In addition, your payments are placed in special accounts to ensure that your travel investment is protected. Next time, take an NEA tour and relax...for less.

Don't forget to protect yourself.

Most of us feel more secure when we purchase travel insurance before a trip. Now, with NEA Accidental Death and Dismemberment Insurance (described earlier), you can get valuable AD&D coverage that's in force all year long, home and away, 24 hours a day. NEA AD&D is more convenient than travel policies you buy at the airport; it can offer you greater coverage; and you can receive year 'round protection for the same price as many travel insurance policies that only protect you for one trip. The NEA Travel Program also offers optional coverages to protect against trip cancellation, baggage loss and sickness.

Preferred Travellers Mailing List.

Many of our tours and special packages fill very quickly. If you want to be among the first to receive NEA travel information, all you have to do is enroll as a Preferred Traveller. Fill out the card at the end of this section to be placed on the Preferred Travellers Mailing List, and you'll be guaranteed a first chance to sign up for the tour of your choice.



Retirement Security means saving today... for tomorrow.

These days, when it comes to financial security, it seems as if everyone is talking about one retirement plan or another. And with good reason. Changing tax laws and economic conditions have given Americans more opportunities than ever to reduce their yearly tax bills *and* save for their retirement at the same time.

One of the best ways to do this is to invest in a tax-deferred annuity. And, as an employee of a public educational institution, you have a special advantage. Under Section 403(b) of the Internal Revenue Code, you can invest in what are known as "flexible premium tax-deferred annuities." What are the advantages of such annuities?

- Taxes on the money you invest are deferred until after withdrawal, usually when you retire and are in a lower tax bracket.
- Taxes on the interest your money earns are also deferred until you retire.
- Most people working in professions not covered by Section 403(b) have to pay taxes on their principal investment. As an employee of a public educational institution, you don't.
- Purchasing a TDA could put you into a lower tax bracket this year.

The UTP Tax-Deferred Annuity Program: save now...and later!

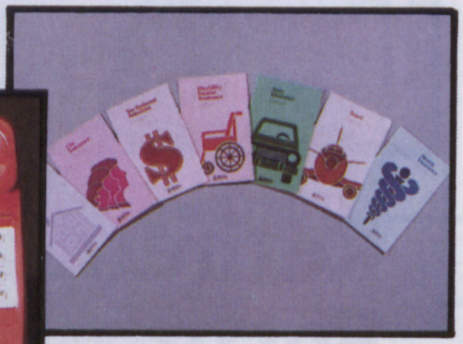
Special Services and Horace Mann Life Insurance Company have worked together to create a special tax-deferred annuity to meet your needs. It's called the United Teaching Profession Tax-Deferred Annuity Program (UTP TDA).*

Available in most states, the UTP TDA is a 403(b) TDA that can help you accumulate the cash you need for a comfortable and secure retirement. It gives you all the special advantages you are entitled to, plus it has been custom-designed to meet the needs of members.

We take your retirement needs seriously. You should too. With a tax advantage today and retirement security tomorrow, the UTP Tax-Deferred Annuity can help you retire with the money you need for the life-style you want.

*Check availability with your state association.

Consumer Awareness can help you make the right decisions.



Information is the key to understanding complicated consumer issues. And Special Services puts valuable information right at your fingertips with our series of Consumer Guides.

Each one has been thoughtfully written to provide you with pertinent information about a specific topic. In addition, all of our guides are unbiased—they simply provide you with the facts and let you reach your own decisions. Our guides may not turn you into an overnight expert, but they will give you the greater understanding you need in today's competitive world.

Best of all, the guides shown are *free* for the asking by simply checking off the appropriate box on the member's service card at the end of this section. Read them today, and buy with confidence.

Travel.

This 48-page guide covers just about every travel topic to help you keep vacation costs and headaches to a minimum.

Homeowners Insurance.

Do you know the difference between HO-1 and HO-3 coverage? Learn what to look for in a policy and how much coverage you really need.

Life Insurance.

Which is better for you—whole life or decreasing term? Find out what type and what amount of coverage you need to protect your family's life-style.

Tax-Deferred Annuities.

How can TDA's save you money today? This up-to-date guide explains everything you need to know about this valuable investment opportunity. There's also a special workbook that provides guidelines for evaluating individual TDA products.

Disability Income Insurance.

Learn how you and your family can be financially secure in the face of a crippling disability.

Auto Insurance.

Do you really understand all the aspects of your automobile coverage? This guide explains all the facts and intricacies of this highly complex insurance.

Health Insurance.

Do you understand your current health insurance policy? This guide explains basic health coverage, Major Medical, Health Maintenance Organizations (HMO's), Individual Health Insurance, and more.

New! Understanding Credit.

Understand the inner workings of the credit industry, important information about your rights and tips on how to control credit rather than let it control you.

Questions?

If you ever have a consumer question or servicing concern with a nationally-sponsored program, help is as near as your phone. You can call the NEA Consumer Hotline from 9:00 a.m. to 4:30 p.m. EST at 800-424-8566. (In Alaska and Hawaii call collect 202-822-7761.) If you would simply like more information about any NEA Special Services Programs please write:

NEA Special Services Response Center
51 Monroe Street, Suite 200
Rockville, Maryland 20850

SETTING THE COURSE

Actions of the 1985 NEA Representative Assembly

Joe Di Dio

Joe Di Dio / Carolyn Salisbury

The concerns of school support staff were well represented by more than 100 ESP members who were among the 7,500 delegates who attended last summer's NEA Representative Assembly held in Washington, D.C. In four full days of discussion and debate, the delegates reelected NEA President Mary Hatwood Futrell, Vice-President Keith Geiger, and Executive Committee members Jim Lewis and Ed Foglia. The delegates also adopted a $97.5 million budget for the coming year, and set the Association's official policies.

Those policies appear—in full—in the pages that follow. NEA Resolutions guide the Association's general direction. NEA New Business Items mandate specific Association activities. The NEA Legislative Program outlines the Association's federal legislative priorities.

Legislative Program for the 99th Congress
Adopted by the 1985 NEA Representative Assembly

Carolyn Salisbury

PREAMBLE

The National Education Association through adoption of the Legislative Program by the Representative Assembly sets forth the federal legislative policies of the organization.

NEA is committed to excellence in education through a true partnership of the federal, state, and local levels of government. It seeks provision of federal resources and programs to assist state and local governments with their responsibility to enhance educational excellence and to assure equal educational opportunity as well as to assist in the provision of resources for the maintenance and operation of the public schools, and colleges and universities.

NEA will initiate specific educational measures in the Congress, as proposed in the *NEA Open Letter to America on Schools, Students, and Tomorrow*, at the direction of the NEA Board of Directors. Such legislative initiatives, in addition to the activities spelled out in this Legislative Program, will assist state and local school districts in meeting the goal of educational excellence for every child.

NEA also seeks improvement in the professional status and personal economic security of all members; adequate protection and enforcement of civil and human rights; and preservation and advancement of good public policy.

NEA supports federal legislation consistent with its principles in these areas and opposes legislation detrimental to these goals. The NEA lobbying resources to achieve these ends are grouped into three Tiers of activity.

First Tier: *NEA Priority Legislative Initiatives*. Legislative issues developed and proposed by NEA which require continuing high activity levels to meet the goal

Second Tier: *Current Priority Congressional Issues*. Legislative issues initiated by the Congress or the Administration which require continuing NEA activity

Third Tier: *NEA Continuing Legislative Concerns*. Legislative issues which are constantly monitored and where activity is undertaken when matters arise of their own merit in the Congress.

Note: The following is the Legislative Program adopted by the 1985 Representative Assembly. The official version of the Program will appear in the 1985-86 NEA Handbook to be published this Fall.

FIRST TIER: NEA PRIORITY LEGISLATIVE INITIATIVES

I. Increased Federal Funding for Education

NEA supports assisting local schools by providing a level of federal funding which equals one-third of the total expenditures for public elementary and secondary education through a program of *general aid* and *categorical assistance*.

- *General aid* assists local and state agencies in meeting their responsibility to maintain and operate the public schools. Specifically, NEA supports full funding for the American Defense Education Act which establishes a program of local incentive grants for excellence in public schools based on the development and implementation of a locally based plan to improve areas—such as mathematics, science, foreign language, communications, technology instruction, and guidance and counseling—which are critical to our national interest.
- *Categorical assistance* is made available to local education agencies for targeted special-needs populations. Specifically, NEA supports adequate funding for impact aid; aid for the disadvantaged; desegregation assistance; assistance for English-deficient students; foreign language and international studies programs; vocational education; American Indian/Alaska Native education; magnet schools; migrant education; education for the handicapped and for the gifted and talented; refugee education; child nutrition programs; and aid for school libraries.

NEA also supports federal funding for postsecondary education, including programs of institutional, scholar, and student support; grants to support vital research functions; student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education regardless of personal financial means; and support for the historically Black colleges and developing institutions.

NEA opposes federal control of local schools.

II. Collective Bargaining*

NEA supports a federal statute that would guarantee meaningful collective bargaining rights to the employees of public schools, colleges, and universities. This statute should allow for the continued operation of state statutes that meet federally established mini-

mum standards and should assure that college and university faculty are not excluded from coverage because of their participation in a faculty senate or other system of institutional governance.

NEA objectives can best be achieved by a federal collective bargaining statute that is based on the power of Congress to regulate interstate commerce, and the February 1985 decision of the United States Supreme Court in *Garcia v. San Antonio Metropolitan Transit Authority* indicates that this type of statute would be constitutional. The focus of NEA's legislative effort should be to secure Congressional action under the Commerce Power, although other relevant sources of Congressional power—including the Spending Power—should not be ignored.

NEA's commitment to securing a federal collective bargaining statute for the employees of public schools, colleges, and universities remains constant. The Action Plan for collective bargaining in support of this commitment will be reassessed on a continuing basis.

SECOND TIER: CURRENT PRIORITY CONGRESSIONAL ISSUES

I. Asbestos Abatement*

NEA supports federal assistance to remove or contain friable asbestos which threatens health and safety in the public schools. Therefore, NEA supports immediate abatement through development of funding mechanisms for grants and/or loans for school districts. NEA supports sufficient training and proper safety protection for school personnel or others charged with identifying and/or removing friable asbestos. NEA supports provision of a program to financially protect individuals damaged by asbestos.

II. Civil and Human Rights Protection*

NEA supports preserving and strengthening basic civil and human rights under law; and eliminating barriers restricting the individual exercise of rights. NEA supports vigorous enforcement of civil rights laws, including desegregation activities and programs for American Indians, through full funding and appropriate Administration actions. NEA supports full equality and opportunity—economic and educational—for women including the addition of the Equal Rights Amendment to the Constitution; and reproductive freedom without governmental intervention. NEA supports the use of affirmative action to redress historical patterns of discrimination. NEA supports academic freedom.

NEA opposes infringement of the principles of religious freedom through the introduction of sectarian practices in the public schools; efforts to restrict or end federal court jurisdiction in civil rights matters including restrictions on the use of busing as an available option to achieve desegregation; and internment or containment of racially identifiable segments of society. NEA opposes federal restraints on the freedom of inquiry.

III. Department of Education

NEA supports a Cabinet-level Department of Education which provides positive national leadership, including responsibility for fully funding the federal share of the partnership for public education.

NEA opposes actions which would erode, whether directly or indirectly, the appropriate positive role of the Department of Education or undermine the appropriate federal role in public education through budgetary, regulatory, or other measures.

IV. Education and National Security

NEA supports a definition of national security which includes a solid economy, a well educated populace, and a stable world community. NEA supports establishment of a U.S. Academy of Peace with degree-granting authority. NEA supports a mutual, verifiable nuclear freeze with cessation of testing, production, and further deployment of nuclear delivery systems and other destabilizing systems.

NEA opposes weakening national security by decreasing federal funding for education while disproportionately increasing the defense budget.

V. Education of the Handicapped*

NEA supports the provision of appropriate educational opportunities for handicapped children and sufficient resources to achieve these ends with 100 percent federal funding for federally mandated educational services. NEA supports reduction of class size commensurate with the added responsibility of providing appropriate educational services to handicapped students and preservice and inservice training components for instructional personnel. NEA supports involvement of teachers and parents in the determination of placement of handicapped children and a procedure for speedy teacher appeal of placement decisions when necessary. NEA supports simplification of programs and reduction of paperwork.

VI. Elementary and Secondary Education Programs

NEA supports the authorization of federal programs which provide assistance to public schools to achieve excellence and to meet the needs of students at the elementary and secondary levels who have special needs including those who are disadvantaged and handicapped; do not speak English as their primary language; or are gifted and talented. NEA also supports programs for school districts which require special assistance due to federal activity or policy, and overseas schools for the dependents of military personnel. NEA supports programs to provide incentives for effective local schools.

VII. Federally Impacted School Districts

NEA supports payments to assure quality education for all children in school districts impacted by federal installations or activities or American Indian reservations. NEA supports forward funding of such payments under program administration by the Department of Education. NEA supports special standards for severely impacted districts. NEA supports funding at 100 percent of entitlement for school districts whose boundaries are coterminous with a military reservation, and for school districts which are more than 50 percent impacted with federally connected pupils.

VIII. Postsecondary Education*

NEA supports federal programs which enhance effectiveness of and advance excellence in two- and four-year postsecondary education institutions which:

- develop the nation's intellectual capital;
- develop and retain, through programs including scholarships and loan forgiveness, future teachers for the pursuit of excellence in our nation's schools and postsecondary institutions;
- promote research and the development of knowledge;
- preserve institutional vitality;
- assure equality of educational opportunity;
- assure equal treatment for two- and four-year institutions; and
- assure the welfare, economic security, and professional development of all postsecondary members.

IX. Professional Development Resource Centers

NEA supports the establishment and funding of professional development resource centers under the direction of teachers. NEA supports centers where teachers are involved in the design of programs. NEA supports development centers which provide adequate opportunities, experiences, and resources for education practitioners to teach and learn from peers.

X. Protection of Children

NEA supports legislation to establish and fund programs to protect children from physical, sexual, or emotional abuse and/or neglect by parents, custodial adults, or others. NEA supports legislation to assist communities in developing programs to help parents protect children from danger, ill health, or hunger. NEA supports minimum standards for youth camps and school bus safety. NEA supports court-assured payment of designated child support. NEA supports cooperative public and private efforts for the identification, location, and return of missing children.

XI. Social Security

NEA supports protecting the solvency of the Social Security system by using general revenues, if necessary, for the Old Age and Survivors' Insurance program. NEA supports Social Security as a social insurance program, not a welfare or "means-tested" program. NEA supports improved benefits for participants, especially low-income workers, dependents, and survivors; benefit equity for men and women through earnings sharing and/or benefit changes; restoration of the dependents' education allowance; and reductions in the retirement age. NEA supports repeal of current taxes on and exemption from income tax of all Social Security benefits regardless of income; and repeal of the spousal offset.

NEA opposes mandatory coverage of public employees; merger of Social Security with any other public employee pension plan; or diminution of current or future benefits. NEA opposes any reductions in Social Security benefits including limits on annual cost-of-living adjustments.

XII. Taxation

NEA supports a progressive tax system based on individual and corporate ability to pay to yield sufficient revenues to address national needs; equity in taxation rates between married and single taxpayers; and repeal of tax indexing. In order to maintain support for public education, NEA supports continuation of the federal deduction for state and local taxes, and for interest paid on state and local bonds and other debt instruments.

NEA opposes taxation of individual employee benefits. NEA opposes unfair tax loopholes or giveaways which reduce revenues and shelter corporations and high-income individuals from paying taxes. NEA opposes any constitutional amendment respecting tax limitations or the federal budget.

XIII. Tuition tax credits and/or vouchers

NEA supports the right of parents to choose a nonpublic education for their children at their own expense.

NEA opposes public funding of nonpublic schools through tuition tax credits at elementary, secondary, or postsecondary levels as destructive of public education and insupportable public policy. NEA opposes the use of vouchers in education.

XIV. Vocational Education*

NEA supports the efficient and effective provision of adequate resources to local vocational education authorities and/or postsecondary institutions to maintain, enhance, and expand quality vocational education programs. NEA supports direct federal assistance to secondary education agencies and postsecondary agencies and/or institutions for purchase of up-to-date vocational equipment in response to changes in the job market. NEA supports the provision of equity and access to quality vocational education programs for those underserved in the past as well as for traditional students, and the use of vocational education as a tool for eliminating biases in employment opportunities. NEA supports the involvement of teachers, parents, and students in development of secondary and postsecondary vocational programs, and the coordination of vocational programs with other employment and training programs through public education institutions.

THIRD TIER: NEA CONTINUING LEGISLATIVE CONCERNS

I. Additional Issues in Educational Excellence

A. *Administration of federal programs*. NEA supports funding directly to the local level for the provision of classroom instruction. NEA supports incentives to local school districts to provide optimum class size. NEA supports a requirement for state credentialling of participating nonpublic school personnel.

NEA opposes funding of nonpublic schools in violation of the constitutional separation of church and state. Where current legislation requires distribution of federal funds to nonpublic schools, NEA opposes any favoritism toward these schools and demands full disclosure of financing, materials, and services provided.

B. *Adult education*. NEA supports lifelong learning for adults through public schools and post-secondary institutions; and special efforts to end illiteracy.

C. *Block grants*. NEA supports block grants to states for education only if they:

- are adequately funded;
- meet the intended program goals;
- include teacher training/retraining components in categorical aid programs;
- require compliance with civil rights laws;
- require fiscal accountability and review;
- impose constitutional limitations on nonpublic school participation;
- assure funds for direct classroom instruction;
- include teachers in the planning process.

NEA opposes the use of block grants as a budget-cutting device.

D. *Computers and materials for instructional use*. NEA supports direct federal assistance to local school districts for acquisition of computer equipment and software, and for the training of classroom users of the technology. NEA supports distribution of federal funds in a manner that achieves equity. NEA supports not-for-profit instructional uses of copyrighted materials and off-air recordings. NEA supports partial reservation of cable television capacity for educational uses.

NEA opposes revision of the copyright law in a manner which would limit educators' first-sale provisions of copyright law. NEA opposes tax deductions of computers to schools unless the computers are designated solely for classroom use, and software and training for users are provided.

E. *Early childhood development*. NEA supports provision of early childhood development and education services for all children with access assured regardless of income as a critical element of educational excellence. NEA supports requirements that development programs meet educational, health, and safety standards.

F. *Education of noncitizens*. NEA supports the provision of federal funds to school districts for the education of children of undocumented workers, refugees, and members of the diplomatic community.

G. *Education research and development*. NEA supports independent academic research and development programs under the National Institute of Education with particular attention to participation of classroom teachers in the research efforts and the dissemination of research findings to the classroom level. NEA supports the collection of accurate and timely data for education decisionmaking through the National Center for Education Statistics.

NEA opposes politicization of federal research programs.

H. *English proficiency programs*. NEA supports adequately funded and culturally sensitive programs including at least bilingual education, English-as-a-second-language (ESL), and limited-English-proficiency (LEP) programs which result in functional proficiency in English for all students who lack the needed skills.

I. *Evaluation and testing*.

Teacher: NEA supports a mutually designed comprehensive personnel evaluation system with procedural guarantees and due process in every school system. NEA supports testing as one of a number of elements for determining original certification.

NEA opposes the testing of teachers as a criterion for job retention, promotion, tenure, or salary increments. NEA opposes the use of student test scores as a criterion for teacher evaluation.

Student: NEA supports truth-in-testing legislation. NEA supports ongoing evaluation of student achievement based on assessment measures which are directly linked to the lessons teachers teach and the materials teachers use.

NEA opposes reliance on a single test for determining a student's future.

J. *Guidance and counseling*. NEA supports legislation providing for elementary and secondary school guidance and counseling through state/local education agencies.

II. Professional Status and Personal Economic Security of Members

A. *Bankruptcy Act amendment*. NEA supports amendment of the federal Bankruptcy Act to protect public school labor contracts from capricious cancellation.

B. *Compensation*. NEA supports federal initiatives which enhance compensation for all school personnel in order to improve the quality of education and assist in attracting and retaining talented individuals.

NEA opposes federal initiatives which mandate or promote traditionally defined merit pay schemes.

C. *Individual income tax benefits*. NEA supports recognition in the tax code for professional business expenses including continuing education, home office, and home computers, and for dependent care expenses. NEA supports exemption from tax liability for tuition remissions where available. NEA supports protection of members' retirement income through automatic escalator clauses; employer-paid insurance; and protection of tax shelters for life insurance annuities.

NEA opposes taxation of employee benefits.

D. *Price indexing*. NEA supports legislative rather than regulatory determination of the process by which the CPI and any adjustments resulting from it are calculated.

NEA opposes any CPI adjustments which adversely affect active or retired members.

E. *Retirement**. NEA supports legislation to assure retention of retirement rights and assets through portability of pension rights; and protection of assets and earned benefits of retirement systems through fiduciary and reporting standards, standards for vesting and portability, ownership, and military service credit as expressed in NEA Resolutions.

NEA opposes federal legislation on retirement which fails to exempt states with statutes substantially equivalent to the federal standards.

F. *Rights of federally employed school personnel*. NEA supports full rights for school personnel who are federal employees.

G. *Union regulation*. NEA supports repeal of the right-to-work provision of the Taft-Hartley Act; and amendment of the Landrum-Griffin Act to permit required proportional representation of minorities in union governance.

NEA opposes inclusion of labor unions in the Hobbs Act.

H. *Wage-price controls*. NEA supports uniform treatment of wages, prices, and profits under any control system; and treatment of public employees in a way that is equitable with treatment of private counterparts.

I. *Working conditions and employment protection*. NEA supports improving the federal unemployment compensation law for public education employees and repealing the current federal prohibitions on a state's right to protect riffed school personnel. NEA supports equal protection of public education employees under workers compensation; safe, hazard-free working environments for public education employees with inspection and control standards at least equivalent to those of OSHA; death benefit coverage for families of public education employees maliciously killed in the line of duty; and extension to all employees of minimum wage coverage.

III. Preservation and Advancement of Good Public Policy

A. *Broadcasting*. NEA supports stronger emphasis on the public interest, fairness doctrine, equal time requirements, ascertainment, and affirmative action in broadcast regulation. NEA supports adequate public financing for public broadcasting. NEA supports requirements for daily educational programming appropriate for young children.

B. *Child care*. NEA supports development and funding of child care services to protect the health and safety of preschool and school-age children. NEA supports child care programs which meet standards of excellence, provide educational and recreational activities under appropriate adult supervision, and are coordinated with the public school system.

C. *Child nutrition programs*. NEA supports the authorization and full funding of school programs to provide appetizing and nutritious meals through school feeding programs. NEA supports the provision of nutrition assistance to families unable to meet these basic nutrition needs.

NEA opposes the use of federal funds for meals which are not nutritious.

D. *Comprehensive youth policy*. NEA supports collaborative community efforts to assist youth who are unemployed, have dropped out, or may drop out of school. NEA supports joint ventures with the public schools at the local level to establish and maintain appropriate programs to prepare youth for future employment. NEA supports an examination of potential alternative youth programs.

NEA opposes a subminimum wage for youth.

E. *Election and voting rights*. NEA supports election or polling reforms which assure that each member of the electorate may cast a meaningful vote. NEA supports full disclosure of all sources of political financing, and the right of all citizens to participate in the election process through political action committees. At the same time, NEA recognizes the need to curb the total cost of political campaigns. To this end, NEA supports partial public funding of federal election campaigns in order to achieve limitations on private funding and independent expenditures. NEA supports home rule with fiscal autonomy, stability, and predictability for the District of Columbia. NEA supports full enforcement of the Voting Rights Act.

NEA opposes restrictions on the political rights of government employees.

F. *Energy*. NEA supports tax credits for conservation and alternative sources.

NEA opposes precipitous deregulation of natural gas. NEA opposes curtailment or closure of schools as a first resort in energy crises.

G. *Environmental protection*. NEA supports protection of the nation's natural resources.

NEA supports standards and timely enforcement and funding for safeguarding against pollution of the air, water, or food by chemicals or radiation. NEA supports stronger federal action in solving the problem of toxic waste dumping.

H. *Fair housing*. NEA supports the enactment and enforcement of open and fair housing legislation.

I. *Family protection*. NEA supports positive involvement of the family in the schools as an important element of every child's education.

NEA supports provision of a decent standard of living for the elderly with support systems to prevent and/or treat physical and mental abuse. NEA supports efforts to increase the availability of dependent care for all ages.

NEA opposes misnamed legislation such as the "Family Protection Act" in whole or part.

J. *Full employment*. NEA supports full employment including job training and development programs. NEA supports the role of public schools as equal partners with government, labor, business, and community-based groups.

NEA opposes the dimunition or supplanting of public vocational education by federally funded public or private training programs.

K. *Health policy*. NEA supports enactment of a comprehensive, universal national health insurance system provided by public and private agencies to assure health services for all. NEA supports development and maintenance of health care programs for children. NEA supports a strong Medicare and Medicaid system with general revenue financing of Medicare and protection of benefits. NEA supports prospective budgeting for all payers and providers in order to contain increases in health care costs. NEA supports improved access to a full range of health care services for all beneficiaries, including the mentally and/or chronically ill; and improved coverage for preventive care.

NEA opposes means testing, voucher plans, or any other proposals that would shift the cost of health care under Medicare or Medicaid to the beneficiary or his/her family; and any new barrier to eligibility for benefits. NEA opposes taxation of health insurance or health benefits.

L. *Immigration*. NEA supports efforts to improve the immigration process, including the provision of due process, political asylum, and timely legalization.

NEA opposes immigration restrictions which constitute an attack on labor unions, human rights, or national origin. NEA opposes disruption of the integrity of the family unit.

M. *Metric system*. NEA supports legislation to phase in U.S. adoption of the metric system.

N. *Migrant affairs*. NEA supports the maintenance of migrant education programs in order to assure equal educational opportunities for migrant children; and the representation of migrant workers in collective bargaining by the organization of their choice.

O. *Military affairs*. NEA supports equal opportunity and responsibility for women and men in military service. NEA supports special programs for Vietnam veterans.

NEA opposes the use of draft registration as an eligibility criterion for financial assistance; and expenditure of funds on development of nuclear attack "evacuation" plans.

P. *Nursing home standards*. NEA supports strict federal standards for state administration of nursing homes, including areas of safety, health care services, staffing, and nutrition services.

Q. *Observances*. NEA supports national observances recognizing the contributions of ethnic minority groups and women to this nation.

R. *Public records*. NEA supports citizen access to public records under the Freedom of Information and Federal Advisory Committee Acts.

NEA opposes the exchange of privileged citizen information between agencies without the individual's consent and restriction on academic research by artificial imposition of the "classified" designation to deny access to non-national security information.

S. *Public welfare*. NEA supports total federal assumption of cost and operation of welfare programs based on standards of human dignity.

T. *Uniform legal drinking age*. NEA supports federal legislation establishing a uniform nationwide minimum drinking age of 21.

U. *Violations of human rights**. NEA supports federal legislation calling for monetary redress for those Americans of Japanese and Aleut descent and Japanese alien residents incarcerated during World War II.

NEA opposes the granting of U.S. military or economic aid to governments permitting violations of their citizens' rights.

V. *Violence in the schools*. NEA supports the establishment and implementation, in consultation with school personnel and parents, by each school district of a well publicized and uniformly enforced discipline code to provide an orderly learning environment. NEA supports significant penalties for criminal actions involving use of guns or other weapons. NEA supports controls on the manufacture, distribution, and sale of handguns in order to assure a safer school environment.

Note: Asterisks (*) following items in the Legislative Program indicate that information on NEA policy is available through NEA Government Relations, (202) 822-7300.

New Business Items
Adopted by the 1985 NEA Representative Assembly

STANDING COMMITTEE ON EDUCATIONAL SUPPORT PERSONNEL

The 1985 NEA Representative Assembly establishes the Standing Committee on Educational Support Personnel, comprised of nine (9) members and charged as follows:

The Standing Committee on Educational Support Personnel shall develop and present to appropriate governing bodies recommendations on existing or proposed policies of significance to Educational Support members. The committee shall seek the full integration of Educational Support members into the Association governance structure and the full integration of their concerns into Association programs and services.

The committee shall transmit to the president and executive director relevant data for planning purposes. Consistent with the requirement of Bylaw 3-9, the chairperson shall submit periodic reports to the president and Board of Directors. (1985-A)

PILOT PROGRAM ON RELEASE TIME FOR LOCAL PRESIDENTS

The 1985 Representative Assembly refers to the Committee on Program and Budget for inclusion in the 1986-87 and 1987-88 NEA budgets the pilot program offering financial incentives to local associations seeking to secure release time for their presidents. The pilot program shall be developed in accord with the guidelines specified in the 1985 Report of the Affiliate Relationships Committee. (1985-B)

DEMONSTRATION AT SOUTH AFRICAN EMBASSY

The NEA Representative Assembly adopts the proposal of the Michigan Representative Assembly regarding a demonstration at the South African Embassy. In accordance with the guidelines adopted by the NEA Executive Committee, the demonstration shall occur at the close of business on July 2, 1985. Each state shall select up to 20 percent of its delegates to demonstrate at the Embassy. No more than one delegate from each delegation shall be designated as a messenger (that is, to be arrested). (1985-C)

DIRECTIVE TO EXECUTIVE OFFICERS AND EXECUTIVE DIRECTOR

The NEA Representative Assembly directs that the NEA president, vice-president, secretary-treasurer, and executive director be restricted from volunteering to be messengers in connection with the demonstration at the South African Embassy in consideration of their tremendous responsibilities in conducting the business of the Association. (1985-D)

RURAL CRISIS

The 1985 NEA Representative Assembly directs the NEA to develop and implement a plan which will help to increase membership awareness of the crisis in rural America and to assess its impact on the education of children and assess the importance of the rural crisis on the lives and jobs of NEA members. (1985-1)

COMMERCIAL PROMOTION OF NATIONAL TEACHERS DAY

The NEA Representative Assembly directs NEA to contact the national headquarters of the major greeting card companies and floral associations and encourage their involvement in the promotion of National Teachers Day. (1985-2)

FINANCIAL ASSISTANCE TO MEMBERS CHARGED WITH EMPLOYMENT-RELATED OFFENSES

The Representative Assembly directs the NEA Board of Directors to investigate the feasibility and desirability of providing financial assistance to a member who is charged with an employment-related civil or criminal offense. Such financial assistance shall include but not be limited to:

1. Bonding fees
2. Early legal assistance
3. Any other financial need related to loss of income.

The Board of Directors shall report the results of this study and any recommendations to the 1986 Representative Assembly. (1985-3)

EXTENSION OF TIME LIMITS ON RETENTION OF VIDEOTAPES OF TV PROGRAMS

The NEA will lobby the appropriate body to lengthen the time which educators may keep videotapes of televised programs in order to realistically allow for effective teaching. (1985-4)

NATIONAL TEACHERS DAY

The NEA shall work to designate the first Tuesday in March each year as the day honoring teachers. This day shall be called "National Teachers Day." (1985-5)

REPORT ON AFRICA RELIEF FUND

The NEA executive director shall report to the president of each state and local affiliate an account of how the monies raised for the Africa Relief Fund are being expended and whether the items purchased by the NEA contribution to the Fund reach their destinations. (1985-7)

REVIEW OF NEA RESOLUTIONS

The NEA Representative Assembly supports the review of NEA resolutions requested by President Futrell and, further, requests that the review include a study not only of the resolutions themselves but also of the resolutions process (timelines, approval, and so forth) so that delegates may review resolutions in a timely manner. Said review should be a joint effort involving the Resolutions Committee and representatives of the Executive Committee and the Board of Directors. (1985-9)

SALARIES OF SCHOOL EMPLOYEES

The Representative Assembly requests that the NEA Board of Directors continuously monitor the implementation of the adopted program in the 1985-86 budget and take such steps as are necessary to increase both the visibility and effectiveness of NEA's efforts to improve salaries. The Representative Assembly requests that the steps taken by the Board be reported to the delegates at the 1986 Representative Assembly. The Representative Assembly further requests that the 1986-87 budget, which is presented by the Board, give priority to the implementation of a visible and effective multiyear strategy to significantly improve the salaries of teachers and other school employees. (1985-10)

UNISERV FUNDING DURING VACANCY

The Representative Assembly directs the NEA Board of Directors to increase from 30 to 90 days the time period for continued UniServ funding while the local or state is in the process of filling a staff vacancy. (1985-11)

TRAINING FOR NCATE TEAMS

Upon adoption of the new NCATE stan-

dards, the NEA will provide team and team chair training or retraining for selected leaders either through special sessions or in conjunction with other NEA conferences. (1985-12)

MONITORING EXEMPLARY SCHOOLS PROGRAM

The NEA shall survey local affiliates in districts which have schools selected as outstanding by the U.S. Department of Education Exemplary Schools Program. Should such a survey reveal problems relative to the Exemplary School Program, those problems shall be brought to the attention of the U.S. Department of Education for change. Further, should the problems brought to the attention of the U.S. Department of Education not be changed, those problems shall be brought to the attention of the public. (1985-14)

"ONE DAY WITHOUT HUNGER"

The NEA joins the Oklahoma Education Association in declaring Thanksgiving Day 1985 to be the first "Day Without Hunger" in our communities. The NEA endorses the concepts embodied in the "We Are the World" curriculum as a unique opportunity for students and teachers to participate in "One Day Without Hunger." (1985-14A)

ALTERATION OF TEXTS

The NEA supports the position of the National Council of Teachers of English regarding the practice of textbook publishers' altering the literary texts in textbooks and would broaden that position to apply as well to books and materials other than literature books.

The NEA believes that publishers should present complete texts or complete sections of texts which they choose to reprint whether as single books or as parts of literary or other anthologies.

If publishers do abridge, adapt, or otherwise alter literary texts, they should clearly so state in the textbooks themselves for the benefit of all their intended readers, including both students and teachers.

Furthermore, within promotional information, teachers' guides, and similar support materials made available to teachers prior to evaluation for possible adoption and purchase, publishers should clearly point out and explain the nature and extent of the abridgements, adaptations, or other alterations to literary texts reprinted within their offerings.

The NEA believes this practice should also be followed by publishers using nonliterary primary texts in other books used in schools.

The NEA shall inform textbook publishers of this position and shall further inform and explain this policy to its members through its publications. (1985-15)

TEXTBOOK AND CURRICULAR REFORM

The NEA Board of Directors shall develop a position statement on textbook and curricular reform consistent with existing NEA policies to promote members' full participation in meaningful improvement of instructional materials according to good pedagogical practice at local and state levels.

This statement shall include standards for the approval, adoption, use, and ongoing evaluation of textbooks and materials; provisions for improved training in evaluation techniques for members; selection standards based on sound research; and recommendations that teachers receive released time to participate in these processes at all levels.

The NEA Board of Directors shall monitor textbook and curricular revisions which advance narrow agendas and contribute to the erosion of local and state control of curriculum and instructional materials. (1985-16)

COLLECTIVE BARGAINING FOR FARM WORKERS

The NEA supports the right of farm workers to bargain collectively for wages, hours, and working conditions. Therefore, the NEA urges the Campbell Soup Company to negotiate in good faith with the farm workers' representative, the Farm Labor Organizing Committee (FLOC). (1985-17)

A. T. MASSEY COMPANY

The NEA will exert its influence with the United Mine Workers and the A.T. Massey Company in supporting a return to the bargaining table in accordance with the verbal agreement of April 17, 1985. NEA members will be made aware of the critical nature of the situation. The NEA president will make a personal appeal for cooperation in resolving the crisis to Morgan Massey, president of the A.T. Massey Company. (1985-20)

IMPLEMENTATION OF MISSING CHILDREN PROGRAM

The NEA Executive Committee shall oversee completion of the implementation of 1984 new business items 41, 43, and 52 without further delay. The Executive Committee shall monitor the continued implementation of these new business items and shall make status reports at regular meetings of the Board of Directors.

The NEA shall publish the pictures and biographical data of at least three (3) missing children in all issues of its every-member publication, *NEA Today.* (1985-21)

ASSISTANCE TO LOCALS ON TAX REFORM PROPOSALS

The NEA will encourage its affiliates to adopt positions in keeping with the NEA's opposition to the elimination of the federal deduction for state and local taxes and to the taxation of employee benefits. The NEA will provide its affiliates with all information necessary for their lobbying efforts. (1985-22)

RETIREMENT PROGRAMS FOR EDUCATIONAL EMPLOYEES

The NEA will provide information and training for state and local leaders and staff on alternatives and models for educational employee retirement programs and identify the hazards of noncontributory proposals and other current encroachments on our retirement systems. (1985-24)

STUDY OF DRUG AND SUBSTANCE ABUSE

The NEA will direct the appropriate committee to study the problem of drug and substance abuse and ways to prevent such abuse among elementary and secondary school-age children. The committee will develop an informational campaign, including a list of existing resources that can be used by teachers and local and state affiliates to communicate their findings to parents and schools. The committee will report its findings to the 1986 NEA Representative Assembly. (1985-25)

INFORMATION ON ANTI-NEA INDIVIDUALS AND ORGANIZATIONS

The NEA will provide information to state and local affiliates regarding anti-NEA individuals and organizations. Such information will include at least: (a) their specific anti-NEA positions and the NEA response, (b) background information on each individual, and (c) any known scheduled appearances in the area of local affiliates. (1985-26)

PHOTOGRAPHING OF STUDENTS

The NEA urges all affiliates to urge their boards of education either to continue photographing all students, including new students as they enter during the school year, or to develop a program that would cause all students to be photographed each year as a board responsibility. One copy of the photograph should be retained by the school district, and at least one copy should be made available to the parent or guardian with whom the child resides. (1985-27)

VIDEOTAPED MESSAGES ON NEA POSITIONS

The NEA will annually produce videotaped messages involving the NEA president and other NEA officers or representatives. These messages will deal with NEA's position on educational issues important to the Association and to the profession. No more than 200 copies of these tapes will be produced and, upon request, will be loaned to interested state affiliates and local associations. NEA will assume the cost of production, promotion, and distribution of these tapes. (1985-29)

BOOKLET FOR LOCAL ASSOCIATION LEADERS

The NEA shall prepare a booklet to assist local association leaders in dealing with harassment resulting from their association activities. This booklet shall include, but not be limited to, a review of legal protections for association leaders, a review of the rights of teachers and other association leaders to free speech, and a model action plan to combat such harassment. (1985-30)

OPERATION RESCUE

The Representative Assembly endorses Operation Rescue as proposed by President Futrell in her keynote address and urges state and local affiliates to develop similar programs which will help reduce dropout rates. (1985-31)

COVERAGE OF MINORITIES AND WOMEN IN INSTRUCTIONAL MATERIALS

The NEA urges publishers of textbooks and other educational media to produce and publish essential materials that include an adequate and accurate presentation of the histori-

cal contributions of ethnic-minority groups and women. Further, the NEA urges concerned local and/or state boards of education to adopt such materials for use in the public schools. (1985-32)

NEA INVOLVEMENT IN PRESIDENTIAL PRIMARY ELECTIONS

The NEA Representative Assembly directs the Executive Committee, Board of Directors, and NEA-PAC Council to explore all options for NEA involvement in the presidential primary elections, toward the objective of allowing maximum feasible membership and affiliate participation in the primary support process. To further this end, each state affiliate shall establish a process to seek members' input and forward that input to the bodies named above. The NEA Board shall report on implementation of this new business item to the 1986 Representative Assembly. (1985-34)

BIRTHDAY OF MARTIN LUTHER KING, JR.

The NEA, in conjunction with the state affiliates, shall promote a nationwide program to obtain through state statutes the recognition of the birthday of Dr. Martin Luther King, Jr., January 15, or the date upon which the federal holiday falls, as a state holiday. (1985-35)

ART PROGRAMS FOR TEACHERS AND STUDENTS

The NEA will meet and confer with the U.S. Department of Education and the National Endowment for the Arts to encourage the development and funding of arts programs for teachers and students. These programs will be in addition to current Artist in Residency programs. (1985-38)

WORLD DAY ACTIVITIES

The NEA shall study the feasibility of supporting and participating in World Day Activities, scheduled for June 21, 1986. If support and participation are deemed feasible, the Board of Directors shall take any appropriate action. (1985-39)

RECOGNITION OF PUBLIC SCHOOLS AS HISTORICAL LANDMARKS

To help foster an expanded national awareness of the contributions public schools have made to every community, the NEA shall promote through state and local affiliates, in conjunction with local student historical preservation groups, the proper recognition of America's public schools and former school sites that meet the requirements for local, state, and/or national landmark status so that they may gain that designation. (1985-40)

COMBATING MAJOR VIOLATIONS OF HUMAN RIGHTS

The NEA Standing Committee on Peace and International Relations shall recommend to the NEA Board of Directors ways in which the NEA can establish continuing campaigns to influence major violators of human rights, such as the Soviet Union and South Africa. A report shall be made to the NEA Board of Directors by May 1986 and to the 1986 Representative Assembly. (1985-42)

HEALTH INSURANCE BENEFITS FOR MENTAL AND PHYSICAL DISABILITIES

The NEA Representative Assembly urges the NEA and its affiliates to pursue collective bargaining agreements that contain health insurance coverage which provides *equal* benefits for both mental and physical disabilities. (1985-48)

CREDIT FOR TEACHING EXPERIENCE

The NEA will explore and promote all methods possible to assure that members receive full salary schedule credit for teaching experience as they move from state to state, or district to district. (1985-49)

ALTERNATIVE CERTIFICATION OF TEACHERS

The NEA shall provide a program of technical assistance and proactive strategies to affiliates to address the issue of alternative certification of teachers. (1985-54)

RELIEF OF CHILD HUNGER IN AMERICA

The NEA will support, advertise, and participate in existing child-oriented relief organizations that promote funds for the purpose of relieving hunger in America. Additionally, an effort will be coordinated at the 1986 Representative Assembly to raise funds for such organizations. (1985-55)

COMPARABLE WORTH PROJECTS

The NEA shall actively encourage state affiliates to conduct comparable worth projects that significantly advance pay equity for employees regardless of sex. Consideration for major NEA funding will be given to those projects that NEA determines will have national impact. (1985-56)

The Representative Assembly designated five resolutions as new business items.

CIVIL AND HUMAN RIGHTS IN ALL IRELAND

The National Education Association urges the United Nations to convene a neutral conference on the Irish conflict with a goal of ending sectarian violence and restoring human and civil rights to all Irish people.

The Association further urges the World Confederation of Organizations of the Teaching Profession to begin a dialogue with and among the teachers of all Ireland to begin building bridges of understanding and peace. (1985-61)

OCEAN RESOURCES

The National Education Association supports the concept that the ocean's resources are the common heritage of all humankind.

The Association believes that the regulation of the exploration, development, and use of the ocean's finite resources is essential. (1985-62)

EDUCATION IN EL SALVADOR

The National Education Association sup-

WE'RE FIGHTING FOR YOUR LIFE

American Heart Association

WE TAKE EXCEPTION TO WHAT YOUR MOTHER TAUGHT YOU.

YOU SHOULDN'T EAT EVERYTHING PUT IN FRONT OF YOU.

You should avoid foods high in cholesterol. It's a fact, a high blood cholesterol level substantially increases your chances of developing heart disease. By cutting down on fatty, rich foods, you can do yourself a big favor. You could lower your blood cholesterol level and reduce your risk of heart disease.

For more information about a planned and balanced diet, contact your American Heart Association. We'll give you some free advice on how to plan a diet good for life.

ports the efforts of the National Association of Salvadoran Educators (ANDES) to secure basic democratic rights for its members—especially the right to organize, to bargain collectively, to strike and, above all, to teach without fear for their own physical security and moral integrity.

The Association condemns the government of El Salvador for its role in the assassinations and other acts of violence and injustice against the people of El Salvador, especially its teachers and their organization and the children of that country. (1985-63)

EDUCATION IN GUATEMALA

The National Education Association supports the teachers and students of Guatemala in their pursuit of academic freedom and quality education. The Association urges the federal government to deny all military and economic aid to Guatemala. (1985-64)

U.S. INVOLVEMENT IN NICARAGUA

The National Education Association urges the U.S. Government to refrain from any U.S. plan for overt or covert action that would destablilize Nicaragua or would adversely affect that government's successful campaign against illiteracy. (1985-65)

NEW BUSINESS REFERRED BY 1985 REPRESENTATIVE ASSEMBLY

Referred to NEA President

That the NEA publicize the existence and purposes of the "Beyond War Movement" to all its members using the organization's communication media. (1985-19)

Referred to NEA Committee on Benefits

That the NEA conduct an extensive study on the portability of pension benefits and recommend a program for federal legislation on such portability. (1985-33)

Referred to NEA Resolutions Committee

That the NEA president *notify* appropriate education agencies and organizations that the NEA endorses the following goals:

1. By 1990, every student, K-12, shall have access to fine arts instruction in school.

The curriculum of every elementary and secondary school, public or private, shall include a balanced, comprehensive, and sequential program of fine arts instruction taught by certified and qualified teachers. At the secondary level, every student shall have an opportunity to elect a course in fine arts each year without prerequisites and without conflicts with required courses.

2. By 1990, every high school shall require at least one Carnegie unit of credit in the arts for graduation.

The fine arts shall be defined as music, visual arts, theater, and dance. The credit may be in a course devoted to one of the arts or to two or more in combination.

3. By 1992, every college and university shall require at least one Carnegie unit of credit in the arts for admission.

The fine arts shall be defined as music, visual arts, theater, and dance. The credit may be in a course devoted to one of the arts or to two or more in combination. (1985-37)

Resolutions
Adopted by the 1985 NEA Representative Assembly

FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the nine goals stated in the PREAMBLE. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolution is defined as a formal expression of opinion, intent, belief, or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6.K. states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A–1. Educational Opportunity for All

The National Education Association recognizes that education is a lifelong process and that the public schools serve a constituency that embraces all age groups. The Association believes that education should be suited to the needs of the individual, nonsegregated, offered beyond the traditional school day and school year, required through the secondary school, offered at public expense, controlled by local and state boards of education, and guaranteed by the Constitution of the United States.

The Association believes that individuals, at their expense, should be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate agency.

The Association urges its affiliates to seek and support legislation that denies tax-exempt status to those institutions whose policies and/or practices prevent the integration of those institutions (69, 85)†

A–2. Public Education

The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened. Members of the Association are encouraged to show their support of public education by sending their children to public schools.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in the development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Achieve functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being

c. Use critical thinking, creative thinking, and problem-solving skills

d. Exercise attitudes of good citizenship, societal productivity, and global awareness

e. Appreciate the aesthetic and moral qualities of life

f. Formulate values for their lives that will lead to continual growth and self-fulfillment

g. Recognize and appreciate the cultural, social, political, and religious differences found thoughout the nation and the world

h. Use leisure time effectively and develop sound physical health habits

i. Develop skills in the practical/vocational and fine arts.

The Association urges its state and local affiliates to intensify efforts to maintain and strengthen comprehensive programs of education that aspire to these goals. (69, 85)

A–3. Public Education/National Defense

The National Education Association believes that maintenance of a strong system of public education is paramount to maintaining a strong U.S. national defense. (85)

A–4. Excellence in Education

The National Education Association believes that continued success of the United States as a participatory democracy and as a world leader is dependent upon a shared national, community, and individual commitment to excellence in education. The Association also believes that mastery is a standard of excellence achieved when students demonstrate the ability to use what has been taught and have command of subjects sufficient for problem solving, decision making, and further educational growth. To that end, the Association reaffirms its support of high standards for teaching and learning in which the student becomes an active participant in the mastery process. (83, 85)

A–5. Public Understanding and Support of Education

The National Education Association recognizes its responsibility to promote public understanding and support of education and educators and to encourage wide public and parental participation in solving education's problems. It also recognizes its responsibility to publicize adverse educational conditions and to support its affiliates in attempts to improve conditions in their districts.

The Association believes that the success of our nation depends upon high standards of school excellence. The Association supports high standards for student achievement, excellence in teaching, and school operations, along with high parental expectations for schools.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention should be focused on the contributions of education and educators. (69, 84)

A–6. U.S. Department of Education

The National Education Association believes that the U.S. Department of Education must be a major force for improvement of public education in the United States. The Association further believes that Association members must be fully involved in establishing goals and planning programs for the Department.

The Association believes that attempts to dismember or dismantle the cabinet-level U.S. Department of Education or to use it as a tool for attacking public education through tuition tax credits, educational vouchers, or other antipublic education plans are detrimental to the public interest. (80, 84)

A–7. U.S. Federal Schools

The National Education Association believes that all federal schools, except those under the control of the Bureau of Indian Affairs, should come under the auspices of the U.S. Department of Education.

The Association further believes that all dependents of U.S. government employees overseas should be afforded the opportunity to attend such schools. (80, 85)

A–8. Federal Financial Support for Education

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arises from the needs of our national social, economic, and political system. The Association asserts that a major federal role is to ensure equality of educational opportunity for all. A second role is to collect basic data to be used in public schools and to engage in research, development, and consultation activities that support quality state and local education programs. A third federal role is to grant supplemental aid to states that are not able to raise adequate funds, to provide all students with a high-quality education, and to provide funding to support state and local government efforts in pursuit of national interests in public education.

The Association will continually seek general federal support for the whole of public elementary, secondary, and postsecondary education. The federal monies must be expended solely and equitably for public education. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. Therefore, it seeks support in accordance with the following principles:

a. The federal share of the cost of public education must be at least one-third.

b. Federal education funding must be clear and identifiable within the federal budget in recognition of its high priority.

c. Federally funded instructional programs should have maximum teacher involvement in their development at the federal level and must be implemented at the local level only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. Advisory committees for federally funded programs should reflect the ethnic makeup of local communities to ensure accountability and equity. Parents, students, and educators should be included as members of these committees.

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†*Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended. If only one year is shown, no revisions have been made since the resolution was first adopted.*

e. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.

g. Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.

The Association supports federal funding for postsecondary education, including—

a. Programs of institutional, scholar, and student support

b. Grants to support vital research functions

c. Student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education, regardless of personal financial means

d. Support of historically Black colleges and developing institutions.

The Association will oppose those provisions in federal legislation and/or current laws that include funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students in elementary and secondary education. (83, 85)

A–9. Educational Neglect

The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher than average per pupil financial allocations to increase staff, to provide improved instructional materials, and to provide adequate physical facilities for instruction. Massive financial support is required to provide quality education. Organizational patterns must be developed that effectively involve community, parents, students, teachers, and educational support personnel.

The Association urges its affiliates to initiate programs that strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers and educational support personnel in such schools. Continuous communication and involvement with community groups are keys to the success of such programs. (69, 84)

A–10. Deleterious Programs

The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated: performance contracting, tax credits for tuition to private and parochial schools, voucher plans, planned program budgeting systems (PPBS), and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management by objective systems, block grants, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the Association and its affiliates to prevent such abuses. (74, 84)

A–11. Tuition Tax Credits

The National Education Association believes that tuition tax credits—under which K-12 private school education is subsidized by federal or state tax monies—could lead to racial, economic, and social isolation of children and undermine our commitment to the public school system.

Therefore, the Association believes that all federal and state legislation designed to establish or implement plans for prekindergarten through grade 12 tuition tax credits is detrimental to the public interest and urges it affiliates to work for the defeat of such legislation. (84)

A–12. Voucher Plans

The National Education Association believes that voucher plans—under which education is financed by federal, state, or local grants to parents, schools, or school systems—could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation. (70, 81)

A–13. Tax Reform

The National Education Association supports tax reform and encourages forums and conferences that will plan and propose reforms at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services

b. Prevent excessive reliance on property or any other single tax source

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence

e. Assure that statewide uniformity in property tax effort be required

f. Provide for increased local and state funding of public education

g. Not be used to place arbitrary maximum limits on any state or local government's ability to spend or tax, particularly since such limits have a negative impact on the full funding of schools

h. Eliminate tax laws and rulings that are harmful to school employees and educational needs. (78, 85)

A–14. Economic Stability of States

The National Education Association recognizes that some communities and regions of the country experience significant economic dislocation resulting in financial distress to public education.

The Association also recognizes that the economic and educational well-being of the country depends upon the economic health of each of the states and regions.

The Association supports efforts to alleviate the effects of unemployment and supports retraining and appropriate job-creation legislation.

The Association supports efforts to correct policies that contribute to the particular economic difficulties of individual states and regions. (81, 83)

A–15. National Health Insurance

The National Education Association believes that preventive health care is important in the fostering of educationally active and productive students and that many educational problems stem from the lack of health services to the student and family.

The Association believes that access to adequate health care is a right of every citizen, without regard for the ability to pay. Toward that end, it believes that a national health insurance plan should be supported by the U.S. Congress.

The plan should encourage diversity and flexibility in the provision of health care service. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards. The legislation enacted by the U.S. Congress must recognize the government's ability to finance all of its social programs, including education. (78, 81)

A–16. Communications Media

The National Education Association recognizes the total educative effect of the communications media, such as television, videotape, film, and published material, whose obligations should be to provide full, constructive, and accurate presentations. The Association supports the media and their right to protect information and sources of information from mandated disclosures and search and seizure.

The Association recognizes that children are an especially vulnerable audience who must be protected from violence, race and sex stereotypes, and exploitation by advertisers. It encourages advertisers, media professionals, and parents to promote, at proper viewing times, a variety of materials of the highest caliber for children of all ages to help them to become intelligently critical viewers, listeners, and readers. The Association encourages advertisers and media professionals to use standard grammar and spelling and refrain from the use of profane language.

The Association urges its affiliates to establish media study committees to monitor media activities, to provide research material and training to members, and to promote positive, educational programming. The Association further urges its affiliates and members to recommend to parents that they monitor and limit the exposure of children to various video media. (69, 84)

A–17. Media Utilization

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. The Association further believes the Public Broadcasting Service (PBS television), National Public Radio (NPR), and expanding cable television (CATV) should provide

communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. It further urges the continuation of local, state, and federal financial support for public broadcasting.

The Association supports those public interest groups that work for responsible reform of the Communications Act of 1934 and for media legislation in the public interest. It urges its state and local affiliates to express their concerns to their representatives in the U.S. Congress. (81)

A–18. Rural Education

The National Education Association supports a strong rural educational system and the preservation of the community infrastructure in rural America.

The Association believes that rural areas contain a range of conditions that make them unique and urges development of programs that recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel that will reflect the special needs and problems of rural schools.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76, 85)

A–19. Urban Development

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. The Association supports the utilization for educational purposes of all tax increment funds from urban renewal project areas when those funds normally intended for educational purposes are diverted to renewal projects. (74, 76)

A–20. Community Education

The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 80)

A–21. School Boards

The National Education Association believes that school boards must be representative of the population within the school district, including representative participation of minority groups. The members of this board must be elected by the citizens of that school district and must be charged with the responsibility of promoting public understanding of the schools.

The Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow teacher, educational support personnel, and community involvement in educational decisionmaking and guarantee their right to participation. (80, 84)

A–22. Public School Buildings

The National Education Association believes that closed public school buildings can be used effectively for public preschool, day care, job training, and adult education centers. The Association believes that closed public school buildings should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools. (82, 85)

A–23. Environmental Education

The National Education Association believes the nation's priorities must include the protection of our environment. It urges the establishment and maintenance of Federal Wilderness Areas, Recreational Areas, Refuge Areas, and designated local green areas. It further urges the development and improvement of educational programs that will—

a. Promote the concept of the interdependence of humanity and nature

b. Develop an awareness of the effects of past, present, and future population growth patterns on world civilization, human survival, and the environment

c. Promote an understanding of the necessity to protect endangered, threatened, and rare species

d. Promote an understanding of the necessity to protect the earth's finite resources

e. Promote the concept of pollution reduction.

The Association urges its affiliates to support environmental programs in school systems for learners of all ages. (73, 85)

A–24. Energy Programs

The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation.

The Association urges its affiliates to support legislation that would ensure the operation of public schools during the school year and encourages the use of new energy sources and efficient design in school renovation and construction.

The Association encourages its local affiliates to support efforts to develop conservation awareness and school building energy audit programs. It urges the support of programs to investigate energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools. (77, 85)

A–25. Hazardous Materials

The National Education Association believes that students and staff must be protected from the hazards of dangerous chemicals and other materials, such as asbestos, used in construction and maintenance of educational facilities and in classroom teaching. The Association believes that school employees should be assisted in the identification, proper storage, and safe disposal of hazardous materials.

The Association urges that standards and safeguards be established and programs for the prevention and elimination of health hazards be enacted by the appropriate school governing body after input from the local association. It further urges its affiliates to support state and federal legislation and funding that would set health and safety standards. These standards shall include screening and monitoring of respiratory ailments of students, school employees, and their families. Said legislation shall require regular inspections by certified personnel of the Environmental Protection Agency to ensure that all standards are met, including the processes of cleanup and removal and shall prescribe penalties for noncompliance by school governing bodies. (78, 85)

A–26. Radiation and Chemical Pollution

The National Education Association urges the establishment and vigorous enforcement of stringent standards and safeguards against radiation and chemical pollution. All such standards must include provisions for strict monitoring in the proximity of school facilities.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power and the problems of nuclear waste disposal.

The Association further urges the development and utilization of new technologies that may provide for the safe transport and disposal of nuclear and chemical wastes.

The Association further believes that the people of a state should make the final determination as to whether or not nuclear waste shall be buried within their state boundaries. (79, 82)

A–27. Nuclear Accident Emergency Plans

The National Education Association believes that teachers and other school personnel must be involved in the development of emergency plans in case of accidents involving nuclear reactors and/or radioactive materials. All school personnel must receive copies of these plans as they would pertain to their schools. The Association urges its affiliates to work for cooperation and planning among neighboring school districts, communities, and states.

Emergency plans must include, but not be limited to, comprehensive alerting and communications systems, predetermined escape routes and alternatives, training for all involved school personnel, and regularly scheduled practice drills. (82, 84)

A–28. Organizations of Other Nations

The National Education Association be-

lieves that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69)

A–29. Jobs with Peace

The National Education Association believes that a new economic program of "jobs with peace" for its members, all students, and working people should be a cornerstone of the nation's political structure.

The Association calls for a restoration of the public funds that have been cut from the education and human and social services budgets by the Reagan administration. It further calls for a moratorium on any future cuts in these programs. The Association believes that funds for these programs should come from the overinflated military budget. (82)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B–1. Improvement of Instruction

The National Education Association believes that a prime responsibility of the Association and its affiliates is to encourage ongoing improvements in the quality of instruction. The primary authority to recommend instructional improvements should lie with the teachers through a democratic decision-making process. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist in this process.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions.

The Association recommends that writers, publishers, and producers provide materials that have been field tested in classroom situations and proven effective. (69, 85)

B–2. Homework

The National Education Association supports the assignment of homework as one means of reinforcing and furthering classroom instruction and learning. (85)

B–3. Early Childhood Education

The National Education Association strongly supports early childhood education programs through the public school system, including child development, child care, and special education. These programs should be aimed at equipping the preschooler for a successful kindergarten experience. The Association urges that federal legislation be enacted to assist in funding and organizing the implementation of such programs.

The Association believes that early childhood programs must be staffed by trained and certified personnel and trained support staff. It supports training programs that will lead to credentials consistent with the educational standards in each state. The Association recommends that minorities, the poor, and the elderly be recruited to work in such programs.

The Association advocates the establishment of fully funded, early childhood special education programs. These programs should be readily accessible, make available those services necessary to assist handicapped children from birth, and be staffed by certified teachers, qualified support staff, and therapists.

The Association urges its affiliates to seek legislation to ensure that early childhood developmental programs offered primarily through the public schools be fully funded and available on an equal basis and culminate in mandatory kindergarten. The Association supports regulations requiring students starting kindergarten to have reached five years of age by September 1 of that year. (75, 85)

B–4. Middle School and Junior High Programs

The National Education Association recognizes the special needs of the early adolescent.

The Association encourages the development of curriculum, guidance and counseling programs, health services, and preservice and professional development programs for these levels. (76, 85)

B–5. High School Equivalency Testing

The National Education Association supports the concept of a high school education for all youth.

The Association believes in the value of academic preparation, school attendance, and social interaction for meeting the requirements of high school graduation. The Association is concerned about the misuse of high school equivalency testing and its negative impact on secondary education. The Association recognizes, however, that in some instances the use of high school equivalency tests is acceptable when the best interests of the students are served.

The Association further believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76, 85)

B–6. Higher Education

The National Education Association supports higher education as an essential part of the education process. The Association believes that postsecondary education serves an invaluable function for intellectual development, for research and scholarship, for career preparation, and for preparation for life. The Association supports access to collegiate programs for all qualified students without regard to age, sex, race, military registration status, or ability to pay. (80, 85)

B–7. Higher Education Research and Study Grants

The National Education Association believes that both the governmental and private sectors should provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies.

The Association believes that the process of study and research grants provided should influence neither undergraduate nor graduate curriculums until such time as the research is completed and systematically integrated into the curriculums.

The Association further believes that academic freedom applies to research and the dissemination of research results. (85)

B–8. Alternative Programs for Students with Special Needs

The National Education Association recognizes that there must be increased development and maintenance of alternative programs to meet the needs of several groups of students. Among these groups are displaced students of desegregated districts; pushouts; disruptive students; disabled readers; gifted, talented, and creative students; students of low academic ability; underachievers; students socially promoted; pregnant students and teenage parents; and students who do not qualify for or have no desire to pursue a college program. The Association urges increased support for the identification of these students.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing the objectives and evaluations and working with appropriate school personnel to execute these objectives and evaluations.

The Association supports the efforts of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

The Association supports any federal legislation and further encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading, speech, language, learning disabilities, or related problems to be certified or licensed under regulations of each state's department of public instruction or other appropriate agency. (77, 85)

B–9. Youth and Adult Training Programs

The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, and community-based groups in youth and adult employment and training programs. The Association further

believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools. (80, 85)

B–10. Gifted, Talented, and Creative Students

The National Education Association believes there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association recognizes its responsibility to aid educators in selecting reliable methods of identifying and teaching these children, such identification to include children from all socioeconomic groups. The Association also believes that training programs in gifted and talented education must be provided for appropriate school employees.

The Association urges local and state affiliates to encourage such programs and methods to ensure that these special need areas are met. (80, 85)

B–11. Bilingual, ESL, and LEP Education

The National Education Association believes that bilingual, English-as-a-second-language (ESL), and Limited English Proficiency (LEP) programs are unique and necessary, each committed to addressing specific student needs and providing equal opportunity to all students, regardless of their primary language.

The bilingual program, which includes functional proficiency in English as a goal, uses a student's primary language as the principal medium of instruction in a bicultural setting.

The ESL program develops proficiency in English through a systematic instructional program using English as the instructional language with students who have a different primary language.

The LEP program includes those students whose primary language *may be English* and develops proficiency in English either through a systematic instructional approach or through other unique programs. This program encompasses all students not proficient in English who are not eligible for bilingual education or English-as-a-second-language programs.

The Association urges that bilingual, ESL, and LEP programs include as a goal functional proficiency in English, with emphasis on the development of those basic language skills essential to the successful pursuit of all other disciplines. While these programs should stress the development of exit criteria to facilitate moving the students into a total English program, no students should be moved into or maintained within the total English program until they have demonstrated the ability to function in such a program. These students should not be enrolled in special education classes because of linguistic differences.

The Association supports federal and state legislation that would require and fully fund bilingual, ESL, and LEP programs for all students who are not proficient in the English language.

The Association also believes that legislation must provide funds for current programs, including those for preparation of educational employees. (81, 85)

B–12. Multicultural/Global Education

The National Education Association believes that multicultural/global education is a way of helping every student perceive the cultural diversity of U.S. citizenry so that children of many races may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to develop comprehensive teacher-training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs. (81, 83)

B–13. Foreign Language Education

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies.

The Association supports the maintenance of current programs and the further encouragement and development of foreign language instruction and international studies at all educational levels.

The Association recognizes the need for teacher training programs for foreign language teachers and supports teacher and student exchange programs. (81, 85)

B–14. American Indian/Alaska Native Education

The National Education Association recognizes that the complexity and diversity of needs of American Indian/Alaska Native children require the direct involvement of their parents, American Indian/Alaska Native teachers, tribal leaders, and other American Indian/Alaska Native groups in developing adequate and equal educational programs that preserve the rich heritage of their cultures.

The Association insists that federal funding for American Indian/Alaska Native education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives and insists that such programs be voluntary. The Association opposes termination of federal support for American Indians/Alaska Natives either as a direct or indirect result of efforts to extend their self-determination.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators

b. American Indian/Alaska Native involvement in teacher training programs dealing with cultural pluralism and the teaching of American Indian/Alaska Native values, heritage, culture, and language

c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students.

d. Substantial participation by American Indians/Alaska Natives in NEA conferences and leadership training programs

e. Coordination with existing American Indian/Alaska Native organizations and concerned agencies and aid in the dissemination of information and programs that include values, heritage, language, culture, and history of the American Indian/Alaska Native people

f. Higher education opportunities for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs

g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions

h. American Indian/Alaska Native involvement in lobbying efforts in Washington, D.C.

i. Continued instruction in traditional hunting, fishing, and gathering practices by American Indians/Alaska Natives. (76, 85)

B–15. Chicano-Hispano Self-Determination in Education

The National Education Association recognizes that the complexity and diversity of the needs of Chicano-Hispano children require the direct involvement of their parents in developing an adequate and equal educational program that reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling these students, the Association urges the employment of enough bilingual visiting teachers and counselors to meet student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of these children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicano-Hispano students into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs that respond to the cultural and language characteristics of these children regardless of the availability of federal funds. (72, 83)

B–16. Asian and Pacific Islander Education

The National Education Association recognizes the complexity and diversity of needs of Asian and Pacific Islander children caused by historical neglect and recent changes in political leadership in many Asian countries. The Association believes there is a national responsibility to serve these children's special needs by providing educational programs that guarantee Asian and Pacific Islander parents, teachers, community leaders, and

interest groups an opportunity to preserve, promote, and perpetuate their heritage and culture. The Association supports the celebration of Asian/Pacific Heritage Week as a means of acknowledging the specific contributions of Asian and Pacific Islanders to the history and progress of these United States.

The Association encourages the passage of federal and state legislation that will produce financial support of Asian and Pacific Islander curriculum, preservice and continuing education of teachers, development of instructional materials, and the dissemination of information and programs. (79, 83)

B–17. Black American Education

The National Education Association recognizes that the complexity and diversity of needs of Black American children require the direct involvement of Black American educators, parents, community leaders, and groups in developing adequate and equal educational programs. These programs should reflect and be responsive to the learning and cultural characteristics of Black American children and promote the preservation of their heritage and culture. (81)

B–18. Sexism in Education

The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present.

The Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. It urges educators to use instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum. (75, 85)

B–19. Education for All Handicapped Children

The National Education Association supports a free, appropriate public education for all handicapped students in a least restrictive environment, which is determined by maximum teacher involvement. However, to implement federal special education legislation effectively, the Association recognizes that—

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both the handicapped and the nonhandicapped student.

b. Suspension and expulsion policies and practices used by local education agencies must be applied consistently to both handicapped and nonhandicapped students where misconduct is shown to be unrelated to either the handicapping condition or to improper placement.

c. Regular and special education teachers, pupil personnel staff, administrators, and parents must share in planning and implementing programs for the handicapped.

d. All staff must be adequately prepared for their roles through professional development programs.

e. The appropriateness of educational methods, materials, professional development, and supportive services must be determined in cooperation with classroom teachers.

f. Classroom teachers must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.

g. Modifications must be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of each individualized education program.

h. Adequate funding must be provided and then used exclusively for handicapped students, including preschool children.

i. Both regular and special education classroom teachers must have a major role in determining individual education programs.

j. Adequate released time or funded additional time must be made available so that teachers can carry out the increased demands placed upon them by federal special education legislation.

k. Staff must not be reduced.

l. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.

m. Communications must be maintained among all involved parties.

n. All teachers must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.

o. Individualized education programs should not be used as criteria for the evaluation of teachers.

p. Teachers, as mandated by law, must be appointed to local and state advisory bodies on special education.

q. Teachers must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services' on-site visits to states. Teachers should be invited to these meetings.

r. Incentives for teacher participation in professional development activities should, as mandated by law, be made available for teachers.

s. Local associations must be involved in monitoring school systems' compliance with federal special education legislation.

t. Student placement must be based on individual needs rather than on space availability.

u. Classroom teachers who serve the handicapped child must have scheduled access to resource personnel. (78, 85)

B–20. Communication Between the Hearing and the Hearing Impaired

The National Education Association believes that the lack of communications between the hearing and the hearing impaired has detracted from the potential of a broadly distributed group to contribute fully to our total society.

The Association recommends that instruction be given to hearing students that will help them to understand the unique needs of all hearing impaired students and will help hearing students communicate with hearing impaired students. (74, 85)

B–21. Left-Handed Students

The National Education Association believes in meeting the needs of all children in the public schools, including left-handed students. Toward this end, the Association and its affiliates urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for the left-handed child to achieve on an equal basis with right-handed students. (79, 82)

B–22. Education of Migrants

The National Education Association is concerned with the plight of migrant workers, particularly with the education of migrant children. The Association supports equal educational opportunities for migrant children and appropriate programs for migrant families. (75, 85)

B–23. Family Life Education

The National Education Association believes that the developing child's sexuality is continually and inevitably influenced by daily contacts, including experiences in the school environment. The Association recognizes that sensitive sex education can be a positive force in promoting physical, mental, and social health and that the public school must assume an increasingly important role in providing the instruction. Teachers must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

The Association urges that formal sex education should include parent orientation and be planned and implemented with careful attention to developmental needs, appropriateness to community settings and values, and respect for individual differences.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control and family planning, parenting skills, prenatal care, sexually transmitted diseases, incest and sexual abuse, the effects of substance abuse during pregnancy, and problems associated with and resulting from preteen and teenage pregnancies.

To facilitate the realization of human potential, it is the right of every individual to live in an environment of freely available information, knowledge, and wisdom about sexuality. (69, 85)

B–24. Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in gender-free career awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers, including small business management and self-employment. The Association and its affiliates should be encouraged to provide professional development experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76, 85)

B–25. Vocational Education

The National Education Association believes that preparation of students for vocations and productive jobs should be a basic policy of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be incorporated into traditionally academic courses and into existing industrial and practical arts education courses. (76, 81)

B–26. Energy Education

The National Education Association supports education programs that increase understanding of energy, alternative energy sources, and energy conservation.

The Association urges its affiliates to support a "National Energy Education Day" and to encourage energy education programs at all levels. (85)

B–27. Driver Education

The National Education Association believes that driver education behind the wheel and in the classroom should be available as part of the basic education of all students.

The Association urges its affiliates to ensure that these programs are available, fully funded, and taught by certificated personnel in the public schools. (80)

B–28. Fine Arts Education

The National Education Association believes that artistic expression is basic to an individual's intellectual, aesthetic, and emotional development and therefore must be included as a component of all education.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of a fine arts program in the curriculum of their various local school systems. (80, 84)

B–29. Programs Before and After School

The National Education Association believes that all children need adequate adult supervision and guidance before and after school hours.

The Association recognizes that some children have limited or no adult supervision before and after school and urges that local, state, and/or national programs be developed to assist these children.

The Association believes that such programs should include opportunities to participate in study-skill sessions, counseling, and guidance in addition to recreational activities. The Association further believes that funding should be shared by all levels of government, in cooperation with the community and parents. (83, 84)

B–30. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to free inquiry and expression; due process; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wages; and equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (69, 81)

B–31. Student Health and Personnel Services

The National Education Association believes that every student should have direct access to health, social, and psychological services within both the educational and community settings.

The Association also believes that health, social, and psychological services to children must be delivered by certificated professional school personnel.

The Association further believes that these services dealing with children's physical, mental, and psychological well-being are best delivered when there is coordination within the school, as well as among the school, home, and community.

These services must include—

a. Preventative programs to promote optimum wellness in physical, social, and emotional health to allow for the maximum level of school performance

b. Programs for early identification and diagnosis of health and/or learning disabilities

c. Programs, such as direct services within the schools and referrals to and coordination with community and local governmental agencies, that work to resolve identified disabilities

d. Programs that promote health awareness for students, school employees, parents, and community

e. Programs taught by certified specialists that include health education and physical education commensurate with maturation levels of children.

The Association further believes that schools must assume an advocacy role for those students affected by circumstances that prevent them from functioning adequately in educational settings.

The Association urges its affiliates to monitor relevant legislative issues. (69, 85)

B–32. Youth Camp Safety

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

The Association urges its members to support legislation establishing guidelines that require that all camp personnel be qualified, screened, and trained for their areas of responsibility. (76, 81)

B–33. Child Abuse/Exploitation

The National Education Association believes that all children should be protected from any form of child abuse and/or exploitation and that all school personnel are in a position to observe and recognize abuse that has been inflicted on children. The Association deplores media exploitation, commercialization, and glamorization of physical, emotional, or sexual child abuse.

The Association and its affiliates should—

a. Cooperate with community organizations to increase public awareness and understanding of child abuse

b. Encourage the development and use of materials to increase student awareness of child abuse

c. Encourage development of preparation courses and professional development programs for all school personnel that stress the identification of, reporting procedures for, and techniques in dealing with abused children

d. Encourage the development by affiliates of educator awareness programs dealing with the abused child.

The Association and its affiliates urge the enactment of federal, state, and local legislation that would—

a. Provide school personnel reporting suspected child abuse immunity from legal action

b. Require school personnel to report to the appropriate authorities instances of suspected child abuse/exploitation

c. Provide due process for school personnel accused of child abuse/exploitation while performing their duties

d. Provide for protection of children from other children. (74, 85)

B–34. Student Stress

The National Education Association believes that there are increasing mental, emotional, and environmental pressures upon the children of this nation. These pressures—resulting in increased drug and alcohol abuse, violence, vandalism, dropping out of school, and suicide among children—speak clearly to the waste of human potential.

The Association urges its local and state affiliates to support appropriately accredited and licensed mental health and aftercare programs.

The Association further urges local and state affiliates to seek legislative support and publicity for these programs. (80, 85)

B–35. Missing Children

The National Education Association, in its concern for the growing number of children who disappear annually, believes that all available means must be utilized in locating

these missing children. The Association urges its affiliates to participate in national clearinghouse programs for information regarding these children. The Association also believes that unexplained absences are suspicious and warrant full and continued investigations. The Association recommends that affiliates urge all law enforcement agencies to suspend the practice of the 24-hour or longer waiting period before initiating the missing child report.

To aid these investigations, the Association urges the voluntary fingerprinting of children. It believes that care must be used at all levels of the fingerprinting process and that such programs must be conducted in a nonthreatening environment. The Association further believes that parents and/or guardians should be present during the fingerprinting process and should be given the completed cards.

The Association further encourages local and state affiliates to work cooperatively with local programs and/or authorities to raise the public's consciousness about the missing-children crisis including the dissemination of pictures and information about missing children to school employees. (81, 84)

B–36. Youth Detention and Incarceration

The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children who are not charged with any offense in facilities with those persons who are charged with criminal offenses. There should be separate facilities for these detained minors. (75, 85)

B–37. State Juvenile Codes

The National Education Association believes that a study of state juvenile codes is imperative because of the increased number of offenses committed by juveniles and increased violence in the schools.

The Association urges state affiliates to provide testimony at hearings and to support legislative changes that strengthen state juvenile codes. The Association further urges stringent enforcement of existing codes. (79, 81)

B–38. Substance Abuse

The National Education Association is concerned about the individual and societal problems that underlie psychological and physiological drug—including alcohol and tobacco—dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws, which should not be limited to the sale and distribution of drugs, but should also include prohibition of the production, sale, and distribution of drug paraphernalia, and the improvement of drug rehabilitation programs.

The Association urges its affiliates to support legislation mandating drug rehabilitation programs for any violation or conviction, whether civil or criminal, resulting from the possession or use of a controlled substance.

The Association discourages the use of marijuana, except for prescribed medical purposes, and believes that severe penalties for its production, distribution, and sale should be strictly enforced.

The Association supports strict enforcement of the legal drinking age and the laws governing the sale of alcoholic beverages in each state and supports federal legislation to establish a uniform legal drinking age of 21. (72, 85)

B–39. Family Stability

The National Education Association recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for parenting and marriage. The Association further supports programs and activities that improve the quality of current relationships among family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communication, problem solving, and related human relationship skills. (81)

B–40. Family Violence

The National Education Association recognizes the vicious cyclical effects of family violence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services and further urges creation of additional support systems and shelters for families experiencing this problem. (78, 81)

B–41. Criminal Abduction of Children

The National Education Association believes that all children should be protected from criminal abduction and its resultant consequences.

The Association and its affiliates should—

a. Heighten school personnel awareness of this problem through the development of workshops, lectures, and seminars

b. Encourage the development, endorsement, and use of materials to increase student awareness in dealing with abduction lures

c. Cooperate with community organizations and businesses to increase public awareness and understanding of criminal child abduction.

The Association urges state and local affiliates to seek legislative support and publicity in addressing these problems. (84, 85)

B–42. Day Care

The National Education Association urges educators, parents, and social service agencies jointly to examine and monitor day care centers for adequate facilities, proper supervision, appropriate education programs, and professional personnel who are qualified, screened, and trained for their areas of responsibility.

The Association encourages its affiliates to seek legislation governing day care center facilities, personnel, and programs. (84, 85)

B–43. Discipline

The National Education Association believes that discipline is essential in promoting optimum learning. High expectations and effective instruction promote self-control and responsible behavior in students. Boards of education in conjunction with local affiliates should develop policies and standards that would provide the necessary administrative support to school employees for the maintenance of a positive school environment.

The Association further believes its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, parents, students, and courts will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior.

The Association supports the right of all students to due process and an orderly learning environment. (75, 85)

B–44. Social Promotion

The National Education Association urges all educators, parents, and school board members to examine jointly the use of social promotion of students or grade-level advancement based primarily on age. The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student. (78, 79)

B–45. Student Transfers

The National Education Association believes that the current mobility of the American society dictates the need to expedite informational exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boards of education to pursue steps to achieve an effective transfer process. (80)

B–46. Time To Learn

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association believes that—

a. Student absences from school have adverse effects on program continuity, academic achievement, and mastery by the student.

b. Excessive or unusual working hours are detrimental to a student's attention span and academic achievement. The child labor laws, as structured by the Fair Labor Standards Act, must be monitored, enforced, and strengthened by local, state, and national governing bodies. (79, 85)

B–47. School Transportation

The National Education Association believes that free transportation should be provided for all public school students residing

beyond a reasonable and safe walking distance from their assigned schools.

The Association believes that all aspects of transporting students require close scrutiny. It also believes that overcrowding of buses must be prohibited and that safety requirements for buses and other designated school vehicles must be stringently enforced. Appropriate health and safety training must be provided for all school bus personnel.

No professional employee should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 84)

B–48. Credit Assignment

The National Education Association believes that the different methods of assigning credits as used by the nation's colleges and universities may cause difficulties in the evaluation of transcripts. The Association urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform method of evaluating the assigned credits. (77, 79)

B–49. Bureaucracy in Education

The National Education Association is aware of an expanding bureaucracy in American public education. The Association urges its affiliates to work toward guaranteeing that an increasing portion of education budgets will be for the direct instruction of students. (77, 80)

B–50. Business Support for Public Education

The National Education Association urges local affiliates to develop coalitions with the business community to advocate adequate and stable funding for education through appropriate means of taxation. In addition, the Association welcomes cooperative programs, resource assistance, and the donation of specialized equipment from the business community but believes that they should be supplementary to adequate funding for public education. (84)

B–51. Video Game Management

The National Education Association believes that the commercial use of video games has no place in the public schools. The Association urges state and local affiliates to support the enactment of zoning, time, and age restrictions that will regulate the operation of video game arcades in a manner designed to minimize the economic exploitation of youth. (82, 84)

B–52. Lifesaving Techniques

The National Education Association advocates training of students and school employees in basic emergency lifesaving techniques. The Association urges the inclusion of this training in the school curriculum. (82)

B–53. Off-Air Recording for Educational Use

The National Education Association believes it is essential that teachers have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching. It further believes that broadcast schedules are a major hindrance to in-school use of such programs, that home-viewing assignments are not practical, and that teachers need the flexibility of recording off the air so that programs can be previewed before use in the classroom and incorporated into classroom situations at those times when students are most ready to learn.

The Association encourages the creative and innovative use of television, videotapes, and audiotape recording devices for improving instruction and for self-evaluation of professional competence. (79)

B–54. Technology in the Educational Process

The National Education Association recognizes the advancement and application of instructional technology and high-technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society.

The Association believes that—

a. All education employees must be afforded the opportunity to explore the potential of emerging technology and must have access to necessary materials for managing and advancing instruction.

b. Teachers must be involved in all aspects of technology utilization, including planning, implementation, and evaluation.

c. Teacher preparation in instructional technology must begin in college and university programs and extend through continuing opportunities for professional development.

d. Students must become aware of the social and economic impact of technology and must be provided with access to and instruction in the use of such technology.

e. All students and staff should have an understanding of copyright law and the responsible use of technological materials. (81, 85)

B–55. Conversion to the Metric System

The National Education Association believes that adoption of the International System of Units (SI metric system) is essential to the future of American industrial and technological development. The Association urges that the SI system be taught at all educational levels. (69, 80)

B–56. Basic Financial Support of Public Education

The National Education Association believes that to achieve its commitment to equal educational opportunity for all and to ensure fair tax practices for all citizens, public education must be supported from public tax sources. Therefore, it seeks support in accordance with the following principles:

a. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

b. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

c. Tax revision favorable to public education should be encouraged and continually reviewed at every governmental level.

d. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.

e. The state and local share of finance must be derived from a tax system that is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

f. Programs, where appropriate, must make adequate provision for research and development and for promoting improvement in education practice.

g. Funds must be provided for programs to alleviate race and sex discrimination and to reduce portrayal of race and sex stereotypes in the public schools.

h. Public funds shall not be expended for any materials that promote sex stereotypes and/or sex bias.

i. Public funds shall not be expended in institutions where either specific programs or the institution has been found guilty of discrimination.

j. Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged. (77, 85)

B–57. Funding for Education Legislation

The National Education Association urges that funds be provided for the full implementation of legislation it supports to enhance public schools and the students they serve. (78, 85)

B–58. Federal Impact Aid

The National Education Association is concerned about inadequate funding to maintain quality education for children in school districts impacted by federal policies, activities, and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of the severely impacted school districts, ensuring federal support at least to the degree that their local revenues are impaired or their costs increased.

The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 85)

B–59. Education of Refugee, Undocumented Alien, and Nonresident Children

The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children, children of undocumented aliens, and those children who, while holding American citizenship, reside in Mexico but attend school in border school districts.

The Association believes that such impacted school districts should receive federal

and state assistance to provide the educational facilities, personnel, special programs, instructional materials, and an environment free from harassment, which is needed for these students. The Association further believes that a harassment-free environment for these children should be assured by local, state, and federal authorities. (80, 82)

B–60. Financial Crisis

The National Education Association believes that free public education is in a financial crisis due to declining enrollment and/or shifting priorities. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 85)

B–61. Extracurricular Funding

The National Education Association believes that every student must have an opportunity to participate in school-sanctioned and funded extracurricular programs.

The Association urges that equitable funds for facilities, equipment, and remuneration of staff be provided for all school-sanctioned extracurricular activities. (75, 85)

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

C–1. A Certificated Educator in Every Professional Position

The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including specialized and substitute positions, be filled by an educator who has completed a teacher preparation program in an accredited institution of higher education and holds the appropriate certificate or who holds the appropriate vocational certificate. The Association believes that private K-12 educational institutions must employ teachers who hold public educator certificates from their respective states. Only those private institutions meeting this hiring criterion would be eligible for federal funds or grants.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions, through involuntary assignment out of field, or through the revision of school staff management under the guise of improving educational opportunity. (69, 85)

C–2. Teacher Evaluation

The National Education Association advocates a formal evaluation system for every teacher in every local school district because consistent evaluation of on-the-job performance is the only appropriate way to assess and assure the competency of practicing teachers.

An effective evaluation procedure, supported by well-developed, continued professional growth programs will enable all teachers to keep abreast of developments in their area of specialization and to continue professional growth. Such procedures also can identify teachers with instructional deficiencies and provide them with remedial options, counseling, sufficient resources, and opportunities to observe other teachers. Regular assessment and supportive resources will ensure that those who continue to teach are competent. If, after an evaluation process that follows all the above provisions of this resolution, and if, after being given sufficient time and opportunity for improvement, a teacher is formally reevaluated and there is documentation of incompetence, dismissal proceedings with guaranteed due process should be instituted. Therefore, it is essential that administrators be properly trained and held accountable for the implementation of appropriate and fair evaluation systems.

A school district's evaluation procedure should be developed and maintained in conjunction with representatives selected by the local association and should include—

a. Clear performance expectations

b. Regular observation of classroom performance, with advance notice and discussion of evaluation visits and a timely consultation after each visit

c. A written evaluation report provided to the teacher

d. Opportunity for a written response prior to the placement of the evaluation in the personnel file.

Participation in an evaluation process shall not waive a teacher's right to due process in any subsequent contractual or legal proceeding. (69, 85)

C–3. Competency Testing and Evaluation

The National Education Association believes that competency testing must not be used as a condition of employment, recertification or relicensing, evaluation, placement, ranking or promotion of certified teachers. The Association also opposes the use of pupil progress, standardized achievement tests, or student assessment tests for purposes of teacher evaluation. (69, 85)

C–4. Administrator Training and Evaluation

The National Education Association believes that administrators and staff are partners in the total school program. Administrators must maintain valid administrator certification and have periodic teaching experience. Areas of training should include participatory decisionmaking, interpersonal skills, personnel selection, staff evaluation, curriculum, and school management techniques. Prior to credentialing, an administrator shall have served at least five years in a full-time teaching position in a classroom.

The Association further believes that procedures for evaluation of administrators should include evaluations by the school employees under their direct supervision. If, after being given sufficient time and opportunity for improvement, an administrator is reevaluated and found to be incompetent, the chief administrator should begin dismissal proceedings with guranteed due process. (85)

C–5. Class Size

The National Education Association believes that small class size, particularly in grades K-12, allows for the optimum development of a student's potential. Class size and daily student-teacher contacts must allow for individual attention to each pupil. The Association urges its affiliates to seek an optimum class size of 15 students.

The Association further believes that class size maximums must be established, with Association involvement, based on the type of students, subject area content, physical facilities, and other criteria. The Association encourages local and state affiliates to seek the implementation of a weighted class size formula to reflect the inclusion of exceptional children.

The Association believes that periods of declining enrollment offer a particularly desirable time for local and state funding agencies to reduce class size.

The Association urges local and state affiliates to resist efforts to circumvent laws, regulations, and policies that mandate maximum class size and maximum teaching loads. (82)

C–6. Time To Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period; freedom from interruptions during instructional time; unencumbered planning time; time for implementation of federal and state legislative requirements; and elimination of the noninstructional tasks required of a teacher.

The Association believes that teachers need the freedom and flexibility to schedule time and design programs to meet the needs of students (69, 85).

C–7. Teacher Preparation Programs: Entry

The National Education Association believes its affiliates should take immediate steps to improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. Requirements for entry to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations, such as recommendations of faculty (liberal arts and education), grade-point average, personal interviews, and recommendations of persons in related fields. The selection process shall be a continuous and integral part of the candidate's educational program. Such process shall be nondiscriminatory.

The Association urges appropriate state agencies to inform teacher preparation institutions of projected needs by certification areas. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (70, 85)

C–8. Teacher Preparation Programs: Content and Evaluation

The National Education Association believes that a sound teacher preparation program must be equitably funded and must—

a. Involve practicing K–12 teachers in the design, implementation, evaluation, and systematic change of the program

b. Involve students preparing to teach in the evaluation and improvement of the standards of the program

c. Involve teacher educators who are certified and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching

d. Include a policy of affirmative recruitment and certification

e. Include tests, reports, student teaching, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching

f. Include required courses in the liberal arts, subject or grade-level speciality, reading, and professional studies that include learning theories, curriculum design, and teaching techniques

g. Include training in student assessment, classroom management, discipline, group processes, the dynamics of intergroup communications, human growth and development, the changing role of the family, exceptional behaviors, and human relations

h. Include a variety of field experiences throughout the preparation program culminating in a practicum. (70, 85)

C–9. Teacher Preparation Programs: Student Teaching

The National Education Association believes that student teachers should be provided with legal status and liability protection.

The Association urges its affiliates to formulate standards for school systems that receive student teachers, including guidelines for cooperating teachers and college coordination of student teachers. Supervising or cooperating teachers in a student teacher program should have reduced teaching loads and be given a minimum established compensation. The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter the teaching profession.

The Association believes that the acceptance of student teachers should be on a voluntary basis. (70, 85)

C–10. Teacher Preparation Programs: Professional Participation

The National Education Association believes its affiliates should take immediate steps to become involved in college and university committees that control teacher education programs. To this end, the affiliates should—

a. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations

b. Encourage students to join the Association

c. Recommend that advisors of the NEA Student Program be Association members

d. Support regulations that would place credentialed educators with teaching experience in decision-making roles in departments of education

e. Share in the responsibility for practicum experience with the public schools and the institutions that prepare teachers. (70, 85)

C–11. Professional Development

The National Education Association believes that professional development is necessary throughout the career of the school employee. Professional development might include, but not be limited to, continuing education courses, state/regionally developed professional development resource center programs, and local professional development and grant programs. The Association also believes that such programs should provide opportunities for school employees to gain the knowledge and skills they feel are important to their position, to the improvement of school programs, and to their performance as members of their profession.

The Association further believes that local professional development and grant programs should assure that appropriate school employees have a decisive voice at every stage of planning, implementation, and evaluation. The Association encourages its affiliates to develop strategies for the implementation of funded programs governed by the appropriate school employee. (76, 85)

C–12. Professional Development Resource Centers

The National Education Association believes that state/regional professional development resource centers provide an opportunity for school employees to share resources, experiences, and ideas for professional growth. The Association believes that these centers should be established in sufficient numbers to be accessible to all school employees.

The Association believes that members from the local associations should comprise a majority of the membership of the professional development resource center policy board.

The Association shall continue to seek federal funding for such resource centers and shall assist affiliates in obtaining state and local monies for professional development resource centers. (82, 85)

C–13. Teacher Exchange Programs

The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary teacher exchange programs within and among the states, and among schools of federal agencies within and outside the United States, and abroad. (74, 80)

C–14. Misuse of Interns

The National Education Association and its affiliates will resist all attempts to reduce the quality of education through the practice of using interns to supplant professional staff.

The Association believes that the internship is to be utilized solely as an avenue for the development of professional expertise and not as a means for the reduction of educational staff and/or budgets.

The Association will assist affiliates in correcting the misuse of intern programs. (77, 79)

C–15. Mandated Standards for Educational Programs

The National Education Association believes that standards for educational programs mandated by any governmental body should be established in consultation with the majority teachers organization and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards.

The Association also believes that any state-mandated standards should set no more than broad, general curricular guidelines and should not be based on student achievement. (77)

C–16. Impact of Federal and State Legislative Mandates

The National Education Association believes that states are usurping the rightful role of schools and districts in the decision-making process. States are drifting toward centralized educational policymaking that focuses on narrow measures of accountability, mandated programs, and diminution of local control.

The Association urges its affiliates to express their concern to state and federal agencies about this loss of local autonomy. The Association also urges its affiliates to advocate viable alternatives that increase decision-making within the school and district.

The Association believes that federal and state legislative mandates regarding school programs should include impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

a. Teaching resources and the personnel necessary to implement them

b. Preservice training and professional development

c. Work load and additional compensation

d. Priorities within the curriculum

e. Written report requirements

f. All members of the education community. (79, 85)

C–17. School Libraries/Media Centers

The National Education Association believes that a comprehensive library/media program—including printed and nonprinted resource materials, instruction in library research and information skills, and certificated librarians/media specialists—should be provided for each elementary and secondary school. (80, 85)

C–18. School Nurses

The National Education Association believes that all students should receive the immediate services of a professional school nurse. It urges affiliates to enroll school nurses in active membership and to seek legislation that provides certification and inclusion in collective bargaining agreements.

The Association believes that professional development programs should be available to

all certified school nurses seeking to augment their skills in delivering health care services to the handicapped school-age population.

The Association also believes that the Office of Comprehensive School Health in the U.S. Department of Education should be responsive to the needs of school nurses. (80, 85)

D. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS AND OTHER EMPLOYEES IN THE EDUCATIONAL EFFORT

D–1. Selection of Materials and Teaching Techniques

The National Education Association believes that decisions on which school learning expriences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers and librarians/media specialists must have the right to select instructional/library materials without censorship or legislative interference. Challenges on the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations that restrict the selection of a diversity of instructional materials or that limit educators in the selection of such materials. (69, 83)

D–2. Development of Materials

The National Education Association supports the concept that publishing companies should involve teachers directly and meaningfully in the development of textbooks and/or other educational materials in all subject areas offered for adoption or purchase by school districts. These materials should be age appropriate, contain enough activities to teach the concepts, and address divergent points of view.

Where school districts involve teachers in the development of textbooks and other educational materials, teacher participation should be strictly voluntary, and they should be adequately compensated. (84)

D–3. Reconsideration of Instructional Materials and Teaching Techniques

The National Education Association believes that it is the responsibility of the public schools to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the U.S. Constitution and the Bill of Rights. It is recognized that these democratic values can best be transmitted in an atmosphere that does not restrain free inquiry and learning. It is essential that such a setting be free of censorship in order to ensure the academic freedom of teachers and students. The Association deplores book burning crusades and attempts to ban books from the school library/media center and school curriculum by pressure groups.

The Association urges its state and local affiliates to secure the adoption of policies and procedures that provide for the orderly reconsideration of instructional materials and techniques when requests for such reconsideration are received. (82, 85)

D–4. Cultural Diversity in Instructional Materials and Processes

The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

The Association acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students. The Association believes that educators and boards of education should adopt and use textbooks and other educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities. (69, 84)

D–5. Academic and Professional Freedom

The National Education Association believes that academic freedom is essential to the teaching profession. Academic freedom includes the rights of teachers and learners to explore and discuss divergent points of view. Controversial issues should be a part of the instructional program when, in the judgment of the professional staff, the issues are appropriate to the curriculum and to the maturity level of the student.

The Association also believes that professional freedom is essential to the teaching profession. Professional freedom includes the teachers' right to evaluate, criticize, and/or advocate their personal point of view concerning the policies and programs of the schools. Teachers also have the right to assist colleagues when their academic or professional freedoms are violated.

The Association further believes that legislation and regulations that mandate the teaching of religious doctrines, such as so-called "creation science," violate both student and teacher rights. The Association urges its affiliates to seek repeal of such mandates where they exist. (69, 83)

D–6. Evaluation of Student Learning

The National Education Association recognizes the need for ongoing comprehensive evaluation of student progress. Student learning must be assessed with measures directly linked to the lessons teachers teach and the materials teachers use.

The Association believes the major purposes of such evaluations should be to—

a. Help students choose more wisely among options

b. Assist students in identifying their own strengths and weaknesses

c. Encourage the development of lifelong learning skills

d. Develop appropriate learning experiences for students.

The Association believes that teacher-developed tests, formal and informal observations, and student projects are effective evaluative measures—none of which should be used as the single evaluation score. All methods of evaluation shall be free of cultural, racial, and gender biases.

The Association recognizes, as an aspect of academic freedom, the right of classroom teachers to decide upon criteria for evaluating and assigning grades to students and believes that teachers shall have the final authority in all such evaluations. (81, 85)

E. PROTECT THE RIGHTS OF EDUCATIONAL EMPLOYEES AND ADVANCE THEIR INTERESTS AND WELFARE

E–1. Collective Bargaining Rights

The National Education Association believes that the attainment and exercise of collective bargaining rights are essential to the promotion of school employee and student needs in society. The Association demands that these rights be advocated where they are now abridged or denied and strengthened where they are now secured. (80, 85)

E–2. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a public employees' federal collective bargaining law that will not weaken any state or local bargaining laws currently in effect. The Association also demands that all state and local governing bodies bargain collectively with all public employees. The Association supports legislation that would prohibit the negotiating away of any public employee statutory benefit, right, or protection.

The Association also believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association further believes that binding arbitration or the right to strike must be an integral part of any collective bargaining process.

The Association recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith, do not comply with negotiated contracts, or attempt or seek to rescind negotiated agreements by declarations of bankruptcy or by any other means. (69, 83)

E–3. Pay Equity

The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs and that factors such as the sex or race of the individual performing the job should never play a role in determining salary.

The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales, since it itself too frequently reflects the race and sex bias in our society.

The Association encourages efforts by teachers and other members of the work force to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (82, 84)

E–4. Salaries and Benefits

The National Education Association believes that salary and benefit structures are matters for collective bargaining. The Association and its affiliates will closely monitor proposed or legislated salary and benefit structures and will strongly oppose those that bypass or undermine the bargaining process or negotiated agreements.

The Association insists that salary schedules should—

a. Be based on preparation, academic degrees, experience, professional growth, responsibilities, and full length of service.

b. Assure that initial placement and advancement on the salary schedule are nondiscriminatory

c. Provide and maintain structural integrity through the use of an index or percentage guide for experience increments and levels of academic preparation

d. Assure that salary paid for summer employment, continuing education programs, extended contracts, conducting in-service training or workshops, and extra duty is not less than the rate for regular pay

e. Provide for entry-level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities

f. Define "salary increase" to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule—exclusive of incremental adjustments—and all basic benefits.

The Association believes that local affiliates can best promote the economic welfare of all education employees by following the salary standards developed at the state and national levels. Extra duties performed by education employees should be on a voluntary basis and should be accompanied by extra-duty pay.

The Association believes that performance pay schedules, such as merit pay, are inappropriate.

The Association urges its affiliates to seek the repeal of laws limiting maximum salaries and benefits for education employees.

The Association further believes that education employees should be provided with benefits including, but not limited to—

a. Comprehensive health insurance

b. Sick leave, with unlimited accumulation

c. Personal leave

d. Maternity/paternity leave, including adoption

e. Sabbatical leave

f. Paid professional leave

g. Paid association leave

h. Workers' Compensation

i. Life insurance

j. Severance pay

k. Tuition reimbursement

l. Personal assault protection

m. Long-term physical and mental disability insurance

n. Benefit extension for laid-off employees

o. Religious leave

p. Retirement compensation

q. Unemployment compensation

r. Optical insurance

s. Dental insurance

t. Legal insurance

u. Reimbursement for damage to or loss of personal property at work site.

The Association also believes that comprehensive health insurance, life insurance, and long-term disability insurance should be provided for education employees on official leave of absence or maternity/paternity leave. (69, 85)

E–5. Wage Controls

The National Education Association deplores the rampant inflation that has eroded the living standards of Americans. School employees, in particular, have been especially victimized by inflation.

The Association is opposed to imposition of any wage controls that freeze public employees in an inferior economic position, elimination of programs that guarantee social and economic justice for the American people, and any anti-inflation program that increases unemployment. (79, 84)

E–6. Unemployment Compensation

The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels. (72)

E–7. Underutilization of School Employees

The National Education Association condemns the underutilization of school employees in the nation's schools, which has resulted in unemployment among members of the profession at a time when the need for intensifying public education and reeducation has reached crisis proportions. (75, 84)

E–8. Strikes

The National Education Association denounces the practice of keeping schools open during a strike. It believes that when a picket line is established by the authorized bargaining unit, crossing it is strikebreaking. This unprofessional act jeopardizes the welfare of school employees and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse—such as mediation, factfinding, binding arbitration, political action, and strike—if conditions make it impossible to provide quality education. In event of a strike by school employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking.

The Association condemns the use of *ex parte* injunction, jailing, setting of excessive bail, fines, firing of members, decertification of an organization as the bargaining agent, loss of association rights, and revocation or suspension of tenure, certification, and retirement benefits in school work stoppages. The Association also condemns denial of credits to students who have honored a work stoppage. The Association urges state and federal governments to enact, where they do not exist, statutes guaranteeing school employees due process of law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued.

The Association urges all local and state affiliates to provide financial assistance to NEA affiliates engaged in a sanctioned strike. (69, 84)

E–9. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates are in agreement with the desirability of such a plan and act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.

b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.

c. The community is kept informed and its cooperation sought.

d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the association's principles for professional salaries.

Plans that meet these criteria are not necessarily appropriate in other situations and will not be promoted by the Association as national prototypes.

The Association will provide its affiliates with information about staffing patterns based on their effect on the education profession and the education process. In cases of misuse of differentiated staffing plans, the Association will assist its affiliates in correcting such abuse. (69, 84)

E–10. Job Sharing

The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of

school employees. The Association believes there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the work load.

The Association asserts that job sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:

a. Prorated application of the salary schedule with full recognition of years of experience

b. An equitable share of all fringe benefits

c. An agency shop provision

d. The right to revert to full-time status. (81, 84)

E–11. Summer School, Extended School Year, and Year-Round Schools

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 81)

E–12. Education in Correctional and Rehabilitation Agencies

The National Education Association believes legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 79)

E–13. Employment in Federal Schools Overseas

The National Education Association believes that the federal schools overseas should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all school employees should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71, 85)

E–14. Education in the Bureau of Indian Affairs

The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators. (71, 75)

E–15. Educators and National Service

The National Education Association believes that an educator whose career is interrupted because he or she is called to active service by the National Guard or the reserves, or who fulfills a statutory military obligation, should be guaranteed reemployment and other benefits—such as continued tenure, salary increments, and service credit toward retirement—that would accrue if the educator continued in a position with the school system. (75)

E–16. Misuse of Part-Time Faculty

The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76)

E–17. Substitute Teachers

The National Education Association recognizes the important role of the substitute teacher. It encourages both the education community and the public to recognize the singular and specific function that substitute teachers perform in the maintenance and continuity of daily education. The Association believes substitute teachers must meet the same standards as any other certificated teacher within the state. It further recognizes that certificated substitute teachers are professional educators and urges state and local affiliates to promote collective bargaining responsibilities and rights for substitute teachers.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district. The Association condemns the use of certificated teachers to substitute for personnel on extended leave, without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 83)

E–18. Noninstructional Aides and Auxiliary Personnel

The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, and training of noninstructional aides and auxiliary personnel. It believes that appropriate continuing education programs for noninstructional staff must be provided by the school district.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional aides and auxiliary personnel as an excuse to increase class size. It insists that noninstructional aides have written job descriptions that define their duties and that such aides be used only for noninstructional assistance to the classroom teacher. (69, 84)

E–19. Noninstructional Support Staff

The National Education Association recognizes that noninstructional staff share the same community of interest with professional staff. The Association believes that greater emphasis must be placed upon securing and maintaining the most capable noninstructional support staff. The Association urges that salaries and benefits for noninstructional staff be competitive with those for similar positions in private industry and business within the geographic area. (77, 84)

E–20. Written Personnel Policies and Procedures

The National Education Association insists that personnel policies and procedures be written and developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 79)

E–21. Nondiscriminatory Personnel Policies/ Affirmative Action

The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges the development and implementation of affirmative action plans and procedures that will encourage employment of women in administrative positions, minorities at all levels, and men in the classroom at the elementary and preschool levels.

It may be necessary to give preference in recruitment, hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination. (69, 81)

E–22. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that federal and state laws must provide for the continuing employment of educators.

The Association also believes that laws and master contracts must afford educators adequate written notice of hearing, including charges, representation by legal counsel with the right to cross-examine witnesses and present evidence, and a decision rendered by an impartial decisionmaker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes tenure quotas. (69, 78)

E–23. Employee Rights Pending Court Action

The National Education Association believes that when criminal charges or civil law-

suits are filed against a school employee, the right of due process must be guaranteed. If an employee is removed from student contact or suspended from a position due to pending court action, all employment rights of the employee shall remain in force, including full compensation and job security.

The Association urges local affiliates to negotiate contract provisions covering procedures to be followed until final disposition of the case. (84)

E–24. Reduction in Force

The National Education Association believes that one of its basic responsibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Should RIF become necessary, the number of administrators should be reduced at least in proportion to the number of teachers being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures on a regional basis that would provide priority hiring of laid-off school employees.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association urges local affiliates to work cooperatively with local governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off school employees.

The Association condemns the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 85)

E–25. Retirement

The National Education Association shall provide leadership in retirement issues and believes that state and local retirement systems and programs should include—

a. Autonomous boards of trustees, the majority of which are elected by and from the membership.

b. Actuarial and investment policies that produce sound financing.

c. Annual independent review and audit.

d. Immediate and full vesting after not more than five years of service.

e. Provisions permitting the purchase of credit earned while a member of another retirement system and credit for leaves for maternity/paternity, including adoption.

f. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.

g. Disability retirement for a service-connected disability available to school employees from the first day of employment. Nonservice-connected disability retirement shall be available after five years of service.

h. Automatic cost-of-living increases to retirees and beneficiaries.

i. A joint federal-state program to provide those who have been employed in two or more states, in Overseas Dependents Schools, or in other government schools with benefits substantially the same as they would have received if they had retired after a career in one state. Affiliates are urged to support state statutes and proposed federal legislation or any program providing portability coverage.

j. Full funding and equitable administration in the granting of retirement credit for military service or provision for purchasing up to five years of retirement credit for military service.

k. Nondiscrimination on the basis of sex or marital status.

l. Retirement credit for unused sick leave.

m. All compensation, including extra-duty pay, in computing retirement benefits.

n. Benefits not reduced by other sources of income, including Social Security benefits.

o. Preretirement counseling.

p. Retirement housing facilities for members.

q. School employees' contributions and benefits that are not subject to federal income taxation.

r. Nondiscriminatory Internal Revenue Service rules and regulations.

s. An annual financial statement distributed to all members.

t. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs available to all members. (69, 84)

E–26. Social Security

The National Education Association believes that Social Security should be available to eligible school employees where desired, but should not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association urges the reform of Social Security laws to eliminate discriminatory offset provisions and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association also believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. (77, 84)

E–27. Teachers in the Civil Service Retirement System

The National Education Association believes that the retirement program for teachers in the Bureau of Indian Affairs, Department of Defense Dependents Schools, and Department of Defense Section Six schools should remain in the Civil Service retirement system and should not be merged with the Social Security system. (79, 80)

E–28. Protection of Retirement System Assets and Earned Benefits

The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by school employees should under the law be payable to such school employees. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of school employee retirement benefits. The Association believes that these incursions on retirement systems can best be prevented by the passage of preventive federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal, state, and local statutes. (76, 84)

E–29. Accountability and Assessment

The National Education Association recognizes that the term *accountability*, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that school employees can be accountable only to the degree that they share responsibility in educational decisionmaking and to the degree that other parties who share this responsibility—legislators, other governmental officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives

b. The identification of areas where behavioral objectives are useful but not harmful

c. The acceptance of alternative statements of objectives

d. Recognition that evidence of learning is not always available upon request or demand

e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71, 84)

E–30. Protection of School Personnel

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of school employees from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from accumulated sick leave.

The Association will also develop guidelines for action leading to prevention of verbal abuse or harassment, including sexual harassment, of school employees by any individuals. School employees must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect professional concerns at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70, 84)

E–31. Protection of Teacher Advocates

The National Education Association believes in the fundamental right of all school employees to organize in their own self-interest and to speak out in defense of school employees, students, and parents without fear of reprisal.

The Association urges state and local affiliates to adopt specific guidelines for support of local leaders who face reprisals as a result of actions taken on behalf of the associations or their members.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignments to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property—such as message boxes and meeting rooms—for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 84)

E–32. Physical Environment for Education

The National Education Association believes that the physical environment for education must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 79)

E–33. Right to Privacy

The National Education Association believes that employees should be guaranteed rights of privacy equivalent to those afforded students and parents under federal legislation. These rights must include—

a. The right of access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution, being able to inspect and review such records, and obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses

b. The right of access to records, to respond to any record, and to challenge records through formal or informal hearings

c. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials

d. The right to notification and enforcement of these rights by educational institutions

e. The right to be guaranteed the existence of only one personnel file per employee. (75, 83)

E–34. Privileged Communications

The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges its affiliates to aid in seeking legislation that provides this privilege and protects both educators and students. (74, 83)

E–35. Recording Devices in Schools

The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 79)

E–36. Access to Copyrighted Materials for Educational Use

The National Education Association believes that maximum access to copyrighted materials that relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights: the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.

The Association insists that the public interest requires that the copyright law include an appropriate not-for-profit clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 81)

E–37. Tax Deductions for Professional Expenses

The National Education Association believes that school employees must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal, state, and local income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of skills, and those incurred by maintaining an office in the home.

The Association further believes that school employees must be eligible for a tax credit when they invest their own money in the purchase of supplies. (69, 84)

E–38. Save Harmless/Teacher Liability

The National Education Association believes that whenever any civil action has been or shall be brought against any person holding any office, position, or employment under the jurisdiction of any board of education, including student teaching, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment, or student teaching, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses, and expenses.

The Association also believes that should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse that person for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals. (76, 79)

E–39. Transportation Liability Insurance

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for school employees who are requested or required to transport students by private vehicle for any school-related function. (78, 85)

E–40. Health Examinations

The National Education Association opposes the imposition of physical and mental examinations by local school authorities for

the purpose of harassment of school employees.

The Association urges its local affiliates to develop, in cooperation with local school authorities, guidelines to determine under what circumstances a physical or mental examination of certificated personnel might be deemed necessary.

The Association believes that the costs of any required physical or mental diagnostic procedure should be incurred by the federal, state, or local agency that requires such procedure and that school employees should be guaranteed the right to select their own physician. (77, 84)

E–41. Stress on School Personnel

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among school employees.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy.

The Association supports Employee Assistance Programs as a voluntary resource that would assist school employees who are experiencing significant professional or personal problems by providing confidential, professional counseling leading to improved health and job effectiveness. (79, 84)

E–42. Medication and Medical Services in Schools

The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

a. Only medical personnel be required to administer such medication or perform such medical services.

b. A physician's written verification of the student's need for medication or services be required.

c. Written permission of the parent or guardian be required.

d. The initial dosage of medication not be given in the school except in life-threatening situations. *Initial dosage* is the first dosage administered from the prescription.

e. Each medication given be recorded on a medication log that includes date, time, and signature of the person giving the medication and initials of the witnesses.

f. Medication be delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, date of the original prescription, and directions for use.

g. Proper storage for the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances. (77, 85)

F. SECURE PROFESSIONAL AUTONOMY

F–1. Professional Standards and Practices Board

The National Education Association believes the profession must govern itself. The Association also believes that each state should have a professional standards and practices board, composed of a majority of practicing public school teachers.

Professional standards and practices boards should have exclusive authority over the issuance of certificates for professional educators; the approval of teacher preparation programs; and the suspension, revocation or withdrawal of such certificates and approvals. (69, 85)

F–2. Certification

The National Education Association advocates rigorous state standards for entry into the teaching profession. These standards shall include above-average college grades, field training experience that includes successful completion of student teaching, and passage of appropriate pedagogical and subject matter tests. Tests should be valid and unbiased and should be included as one element of comprehensive assessment for completion of a teacher preparation program as well as for certification into the profession.

The Association asserts that a teaching certificate should signify that an individual entering the teaching profession is competent to teach. A teaching certificate must be legally recognized as the primary requirement for employment in every public and private school (K–12). No certificate should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No temporary or emergency certificates should be issued. No assignments should be permitted outside the teacher's area of certification without appropriate concurrent retraining supported by the local district. Revocation of a teaching certificate must be for just cause and consistent with an equitable due process procedure.

The Association urges the elimination of state statutes that require teachers to renew their certificates. Where such renewal continues to be required, standardized tests to determine competency should not be used as the basis for recertification.

The Association supports regulations that would put credentialed educators with teaching experience in decision-making roles in licensing/credentialing agencies. (85)

F–3. Accreditation of Teacher Preparation Institutions

The National Education Association believes teacher education programs should be approved at two levels: at the state level through an agency such as a professional standards and practices board and at the national level through the National Council for Accreditation of Teacher Education.

The Association believes that in all matters of policy and function NCATE must be broadly representative of the teaching profession and include students preparing to teach. (69, 85)

G. UNITE EDUCATIONAL EMPLOYEES FOR EFFECTIVE CITIZENSHIP

G–1. The Education Employee as a Citizen

The National Education Association believes that every education employee has the right and obligation to be an informed and politically active citizen. It further believes that, as private citizens, education employees have the right to express their personal viewpoints in public without fear of censorship or intimidation. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee education employees their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office, including boards of education. It also believes that local government units should be prevented from restricting the right of education employees to run for any elective office. Provisions should be made to enable education employees to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss.

Major decisions affecting schools, colleges, and universities are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of education employees to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education.

The Association believes that it is the duty and responsibility of all involved in education to work for the recruitment, election, and re-election of proven friends of public education to public office. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates. (69, 85)

G–2. U.S. Constitutional Convention

The National Education Association believes that the U.S. Constitution safeguards freedoms fundamental to our society. The Association is opposed to the convening of a constitutional convention, which opens the Constitution to the possibility of total revision. The Association urges that all proposed changes to the Constitution be directed through the congressional proposal and state ratification process, as has been previously used. (82)

G–3. The Right To Know

The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions.

The Association therefore commits itself to protect the right of its members, both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security interests. (72)

G–4. The Right To Vote

The National Education Association recognizes the right to vote as a constitutional right that should be guaranteed to all people. The Association therefore urges support for the continued maintenance of the provisions of the Voting Rights Act of 1965.

The Association urges its affiliates to support simplified voting and absentee-voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 85)

G–5. One-Person—One-Vote

The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government, including the election of the President of the United States.

The Association urges its affiliates to promote the ratification of the amendment to the U.S. Constitution that would provide for full representation for the District of Columbia in the Congress of the United States.

The Association affirms that the District of Columbia should enjoy the full privileges of home rule. It further believes that the concept of fiscal autonomy is consistent with this position and the federal payment to the District of Columbia should be based on an established formula. (69, 80)

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

H–1. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse school employees.

b. Appropriate classroom and other student-related activities.

c. Further development of continuing education programs to educate school and community personnel.

d. Reduction of the ratio of students to certificated staff. This reduction should be to the level teachers determine to be essential to improved learning.

e. Development of ways to improve community-police and student-police relations through the joint efforts of school, community, and law enforcement agencies.

f. Joint discussions to promote understanding of human and civil rights and responsibilities in all segments of society.

g. Student-related activities that are responsive to the cultural diversity and historical backgrounds of our society. (72, 85)

H–2. Integration in the Public Schools

The National Education Association believes it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices, such as geographic realignment, pairing of schools, grade pairing, and satellite and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association urges its affiliates to encourage school boards to study and consider seriously the negative impact on minority students when schools located in minority neighborhoods are targeted for closing.

The Association will assist its affiliates to assure that education employees, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees—consisting of members designated by the local education association, parents, and representatives of community organizations, business, clergy, and media—that reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.

The Association believes that integrated schools must provide students with equal access to all curricular and extracurricular programs and to technological equipment and knowledge.

The Association opposes any attempts to delay or impede implementation of desegregation orders and will, therefore, resist efforts of school boards to resegregate integrated schools.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Chicano-Hispano teachers and administrators because of desegregation and bilingual programs. (69, 85)

H–3. Institutional Discrimination

The National Education Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations. (74, 79)

H–4. Minority Educators

The National Education Association believes that multiracial teaching staffs are essential to the operation of nonsegregated schools. The Association deplores the current trend of diminishing numbers of minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the minority in the general population. The Association further urges U.S. Department of Defense schools to take positive steps to recruit minority educators effectively. (79, 81)

H–5. Black Higher Education Institutions

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80)

H–6. Sectarian Practices in the School Program

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 79)

H–7. Extremist Groups

The National Education Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools. It urges its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association. (80, 85)

H–8. The Holocaust

The National Education Association believes that a way to prevent events that have caused great human misery, such as the Holocaust, is to teach all children about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Association further believes that the Holocaust must be taught so that never again can

doubt of its occurrence be raised and never again can like action occur. (81)

H–9. Athletic Programs

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff be allocated equally between female and male programs. (74)

H–10. Student Athletes

The National Education Association urges K-12 schools, colleges, universities, and parents to accept their educational responsibilities to student athletes. Exploitation of these students for economic and/or personal gain is deplorable. Each student should be provided with an opportunity to complete an academic program.

The Association urges K-12 schools, colleges, universities, and parents to set the successful completion of an academic program as the first priority for student athletes.

The Association encourages K-12 schools, colleges, universities, and parents to monitor and promote the student athlete's academic success. (84)

H–11. Standardized Testing of Students

The National Education Association believes standardized tests can be a useful student evaluation method. Standardized tests are most reliable and useful when tests are developed, administered, and interpreted by trained personnel and when the test results are received in time to facilitate modification of the instructional program. The Association urges the continued monitoring of standardized tests to assure that they shall be bias-free.

The Association urges its affiliates to guard against any misuse of standardized tests.

The Association strongly supports the concept of truth-in-testing and recognizes it as an important step for bringing about test reform. The Association urges adoption of procedures that allow each test taker to request a post-test review of all standardized test questions, scores, and rationale for the correct answers. (78, 85)

H–12. Law-Related Education

The National Education Association supports law-related education as an integral part of the K-12 curriculum within the public schools.

The Association encourages teachers, lawyers, court personnel, and others to work together to develop appropriate materials. These materials should include information on the justice system and constitutional issues in order to teach students to be responsible citizens. (84)

H–13. Foster Care

The National Education Association believes that all children placed in foster care should be given a secure family environment.

The Association urges its affiliates to support legislation that provides—

a. Screening and training of families prior to placement of a child

b. Continued training and supervision of families while providing foster care

c. Auxiliary services, including therapy, for children whose needs cannot be met while in a family care setting

d. Ongoing communication of pertinent information between the social service agency and school personnel when appropriate

e. Protection and counseling for the child when instances of child abuse have been reported.

The Association further urges that legislation include the provision that children placed in foster care and eligible for adoption shall be registered with the North American Council on Adoptable Children after 90 days. (84)

H–14. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate by statute and practice barriers of race, color, national origin, religion, sex, sexual orientation, age, handicap, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 83)

H–15. Violence Against and Exploitation of Asian/Pacific Islanders

The National Education Association is committed to the elimination of racial and ethnic discrimination in all its forms. The Association deplores the resurgence of covert and overt anti-Asian/Pacific Islander sentiments, threats, and incidents of racially motivated physical and verbal attacks. The Association believes that community-based educational awareness programs should be developed in conjunction with Asian/Pacific Islander groups to create an awareness of this violence. The Association supports its affiliates in their efforts to bring about clear and consistent law enforcement to protect the civil and human rights of the victims of racial violence.

The Association deplores the exploitation of women by organizations that advertise mail-order brides in their catalogs. (84, 85)

H–16. Immigration

The National Education Association supports efforts to improve the immigration process, including the provision of due process, political asylum, and timely legalization without regard to national origin.

The Association supports immigration policies that guarantee human rights and protect the integrity of the family unit without discrimination. (84, 85)

H–17. Internment/Containment Policies

The National Education Association recognizes that restrictive and/or punitive action based on race or national origin is a violation of the Fourteenth Amendment to the Constitution of the United States and is repugnant to the American ideals of life, liberty, and property.

The Association therefore supports the concept of reparations for Americans of Japanese and Aleut descent and Japanese alien residents who were denied their fundamental rights through detention and/or internment during World War II.

The Association believes that the practice of internment/containment of racially identifiable segments of our newly immigrated and current populations must be stopped. (82, 85)

H–18. Martin Luther King Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations actively seek the passage of legislation proclaiming "Martin Luther King Day" as a state holiday. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 84)

H–19. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom. The Association opposes the lending practice of "redlining" and urges affiliates to work toward its elimination. (69, 76)

H–20. Migrant Workers

The National Education Association is concerned with the plight of migrant workers.

The Association supports the efforts of migrant workers to be represented in collective bargaining by the organization of their choice. (85)

H–21. Equal Opportunity for Women

The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation (including equal pay for comparable worth), and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex. The Association urges its affiliates to support ratification of such an amendment. It also supports the enactment and full funding of the Women's Educational Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, age, national origin, and sex and supports the EEOC guidelines, which state that sexual harassment is a form of sex discrimination.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation.

Personnel policies must include maternity leave, paternity leave, leave for adoption of a child, child-care leave, and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of women's education committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated and endorses the use of nonsexist language. (69, 85)

H–22. Family Planning

The National Education Association supports family planning, including the right to reproductive freedom.

The Association urges the government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities. (85)

H–23. Child Support Payments

The National Education Association encourages efforts on the part of local, state, and federal agencies to establish adequate child support guidelines and to upgrade the effectiveness of the courts in collecting designated child support. (83)

H–24. Sexual Assault

The National Education Association supports efforts that will prevent and protect members of our society from becoming victims of sexual assault. The Association urges states to develop a systematic process for gathering evidence when such assault occurs. Further, the Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. The Association believes that it is a violation of the victims' right to privacy to have their past sexual history admitted as evidence in assault cases. The Association recognizes the importance of and urges the rehabilitation of the assailant, and the protection of due process rights for both the victim and the assailant. (81, 85)

H–25. Federal Support for Public Welfare

The National Education Association believes that conditions that increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 79)

H–26. Protection of Handicapped Infants

The National Education Association believes that infants born with mentally and/or physically handicapping conditions are entitled to receive ordinary medical care. (85)

H–27. Protection of the Elderly

The National Education Association urges that attention be brought to the plight of the elderly and retired who suffer physical, mental, and economic abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care; physical, mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs; deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement homes.

The Association supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest the retired and elderly of their financial resources.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 85)

H–28. Vietnam Veterans

The National Education Association believes that many Vietnam veterans are suffering physical, social, and psychological problems because of their involvement in an unpopular and highly technological war, the full effects of which are still not known. Therefore, the Association urges that federal and state legislation be enacted to increase benefits and programs, including retirement benefits, for these veterans to meet their needs now and in the future. (81, 83)

H–29. Invasion of Privacy

The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information include prejudicial reports on citizens—including students and teachers—and descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance and elimination of information obtained thereby.

The Association recognizes that federal and state guarantees are necessary to protect individuals' privacy of information on credit and medical histories without explicit release from the persons involved. (70, 83)

H–30. Highway Safety

The National Education Association believes that people should be protected from death and injury that result from the operation of motor vehicles by drivers under the influence of alcohol, drugs, or other mind-altering substances. To this end, the Association urges its members and affiliates to—

a. Support enactment and enforcement of effective and equitable legislation regulating driving while under the influence

b. Advocate appropriate educational experiences for students regarding the effects of driving while under the influence

c. Support recognized community and school groups in their efforts to reduce death and injury from accidents caused by drivers under the influence. (82, 85)

H–31. Gun Control

The National Education Association believes that stricter gun control legislation is needed. The Association supports legislation that provides for prescriptive controls on the manufacture, distribution, and sale of handguns, with particular efforts to eliminate easily obtained, low-cost handguns—commonly described as Saturday Night Specials.

The Association believes that significant penalties should be enacted and strenuously enforced for criminal actions involving guns and other deadly weapons, especially in school settings, and for those who profit from the illegal sale and distribution of these weapons. (82, 85)

H–32. World Peace

The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the UN to make it a more effective instrument for world peace.

The Association supports the 1948 UN resolution relating to genocide and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity and to develop programs—including the study of additional languages—that promote the ideals of peace, freedom, and human dignity.

In addition, the Association supports the concept of a U.S. Academy of Peace. The Academy would provide programs, training, and research data in developing peacemaking and conflict resolution skills and would conduct and provide for the publication and dissemination of information in this field.

The Association believes the methods of peace are superior to the methods of war and, in this nuclear age, are basic to the survival of civilization.

The Association urges that the nations of the world, through cooperative talks, develop treaties and disarmament agreements that reduce the danger of nuclear and conventional wars and free resources for important domestic problems. (73, 82)

H–33. Peaceful Resolution of Conflicts

The National Education Association urges the nations of the world to develop, through cooperative talks, treaties that guarantee the rights of nations to coexist within safe and secure borders. It applauds those nations, such as Israel and Egypt, that have negotiated and continue to negotiate agreements with further guarantees of peace and cooperation.

The Association believes that the World Confederation of Organizations of the Teaching Profession should facilitate the building of bridges of understanding and peace by initiating dialogue among teachers in areas of conflict, such as Ireland, where such needs exist. (85)

H–34. Nuclear Freeze

The National Education Association be-

lieves that nuclear war, the common enemy of all nations and peoples, is not survivable.

The Association urges the United States and all other nations to adopt a verifiable freeze on the testing, development, production, upgrading, emplacement, and deployment of nuclear weapons and all systems designed to deliver nuclear weapons. (82, 85)

H–35. Teaching About Nuclear War

The National Education Association believes that specific materials need to be developed for use in school classrooms in order to attain goals that focus on the establishment of peace and the understanding of nuclear proliferation.

The Association urges its affiliates to work with other organizations to develop age-appropriate materials for all levels. These materials should include activities dealing with peaceful conflict resolution, as well as show the effects of nuclear weaponry and demonstrate strategies for disarmament with appropriate methods to be used to influence national policy to achieve peace.

The Association believes that the United States and the world need to take a stand for peace. The development of educational programs is a first step in that direction. (82, 85)

H–36. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic civil and human rights and urges the U.S. government to withhold any and all forms of military aid to governments that violate these rights.

The Association deplores the taking of human life in the name of political statement and stands opposed to terrorism, piracy, or any like act that endangers human life. (77, 81)

H–37. Elimination of Racial, Ethnic, and Religious Discrimination

The National Education Association is committed to the elimination of racial, ethnic, and religious discrimination in all its forms. The Association therefore deplores the UN General Assembly action declaring Zionism a form of "racism and racial discrimination."

The Association condemns the system of racial discrimination and exploitation known as apartheid and believes that sanctions against countries such as the Republic of South Africa are both justified and necessary. (76, 85)

H–38. World Hunger

The National Education Association believes educators must teach the facts of world hunger and malnutrition and must help students develop the capacity and the commitment to resolve these problems.

The Association deplores those conditions that result in gross inequities in the distribution of present food supplies.

The Association calls upon our government to cooperate with world leaders to remove the natural and political obstacles that impede efforts to increase food production while respecting the ecology of the area. (75, 79)

H–39. Solidarity

The National Education Association supports the aspirations of the people of Poland to achieve an improvement of their living conditions through their own free and independent union, Solidarity. (82)

I. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED EDUCATION PROFESSION

I–1. Strong Professional Associations

The National Education Association believes its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74)

I–2. Supporting Locals in Jeopardy

The National Education Association believes that direct and immediate assistance should be afforded to those affiliates of the Association that exist within highly concentrated territories of AFT, independent locals, the National Association of Professional Educators, or other competing organizations. The Association urges its affiliates to initiate and support programs that will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and interinvolvement of the local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association believes that direct and immediate assistance should be given to those local associations that have been—

a. Targeted for take-over efforts
b. Taken over by competing organizations
c. The object of "association busting."

The Association further urges that procedures be implemented to ensure members of its locals that are not the bargaining agent an effective means of processing and resolving grievances. (76, 83)

I–3. Appointments by the President of the United States

The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for presidential appointments in the field of education be based on significant accomplishments in the education community.

The Association requests that presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the NEA Board of Directors. (70, 80)

I–4. Membership Participation in Associations

The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. It also believes that school policies should provide released time without loss of pay to educators who are fulfilling leadership responsibilities in professional organizations or attending professional meetings. (69, 82)

I–5. Minority Participation in Associations

The National Education Association believes that at every phase of governance and on all decision-making levels of the Association there should be minority participation at least proportionate to the identified ethnic-minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels every two years and that these findings should be reported to the NEA Representative Assembly. (72, 83)

I–6. Retired Member Participation

The National Education Association believes that its retired members should be afforded the opportunity to gain input into association programs and activities at the national, state, and local levels. (76, 83)

I–7. High School Organizations for Future Teachers

The National Education Association supports the concept of an organization of high school students interested in the field of education as a profession and urges its state affiliates to promote this concept. The Association encourages its members to serve as advisors for these organizations. (80, 82)

I–8. Universal Teacher Rights

The National Education Association supports the efforts of all associations of educators in the world to secure basic rights for their members. It commends those teachers and students around the world who champion academic freedom and campaign against illiteracy, especially when their activities must be conducted under oppressive and often life-threatening conditions.

The Association stands ready to help all associations of educators, such as those in Central America, obtain their basic rights as listed in the NEA Resolutions.

The Association condemns all governments for their roles in any acts of injustice against teachers and their organizations and, thus, the children of those countries. It urges the U.S. government to refrain from supporting any governments, such as those of El Salvador and Guatemala, that suppress academic freedom and literacy.

The Association urges the U.S. government to refrain from any plan for overt or covert action that swould destabilize or overthrow any government, such as that of Nicaragua, or would adversely affect a government's successful campaign to improve literacy, equal education support, health care, and living and working conditions. (81, 85)

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